# University of Madras.

## THE CALENDAR FOR 1903-1904.

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# THE CALENDAR FOR 1903-1904.

## VOL. III.

## EXAMINATION PAPERS.

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## VOL. III.
### EXAMINATION PAPERS.

# LIST OF EXAMINERS, 1902-1903.

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#### (FIRST EXAMINATION IN LAW OF MAY AND DECEMBER, 1902 AND B.L. 1903.)

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# MATRICULATION EXAMINATION, 1902.

## ENGLISH: GRAMMAR.

I. 1. Give the feminine of *negro* and *stag;* the plural of *mango* and *coat-of-mail;* the past tense and the past participle of *tear, eat, split, fly;* an adjective (not a participial form) connected with *talk, green, dilate, fraud.* 2. Distinguish co-ordinative from subordinative conjunctions, and give three classes of co-ordinative conjunctions with two examples of each.

II. 1. Parse the words in italics in the following passages :—
  (a) They are slaves who will not choose
      Hatred, scoffing, and *abuse*,
      *Rather than* in silence *shrink*,
      From the truth they *needs* must think.
  (b) The more you look, the surer you will be to *discover* it.

2. Change the italicised expressions of (a) into clauses, and the italicised expressions of (b) into phrases :—(a) i. Their skill increased *with their continued practice of the art.* ii. He never was in the neighbourhood of the town *without paying a visit to the old home.* iii. John, *with all his virtues*, was yet somewhat of a rogue. (b) i. They launched the boat *though their lives were greatly imperilled.* ii. The Australians played that day *even more skilfully than they were wont.* iii. The General overhearing the remark insisted *that the discontented soldier should take his place.*

III. 1. Write out the following sentences, inserting the correct prepositions in the blank spaces. (*Underline the words that you insert*) :—I do not concur—you—the opinion you have expressed, but I abstain—interfering—a matter of such moment—you and me. You are bound—honour—bestow your best thought—this subject, and though you may be disappointed—the immediate result, you need not despair—ultimate success. 2. Reconstruct the following sentences as required, making all the necessary but only the necessary changes :—(a) Scarcely any village, built by an enterprising band of New Englanders, was more completely out of the pale of civilization than Kenmare. *Make 'Kenmare' the subject of the principal sentence.* (b) I am desirous of having an additional day's leave of absence. [ *Use the verb 'like.'* ] (c) You are already as well acquainted with those proceedings as I am. [ *Use 'known' for 'acquainted.'* ]

IV. The following correspondence took place between Dr. Beattie and Mr. Boswell. Write the correspondence in indirect speech as if reported in the *first* person by Dr. Beattie. (Begin " Mr. Boswell wrote to me," etc. Mr. Boswell wrote from London to Dr. Beattie, as follows :—" The chief intention of my letter is to inform you that I now seriously believe Mr. Samuel Johnson will visit Scotland soon ; but I wish that every power of attraction may be employed to secure our having so valuable an acquisition, and therefore I hope you will without delay write to me what I know you think, that I may read it to the mighty sage with proper emphasis, before I leave London, which I must do soon." To this Dr. Beattie made the following reply from Edinburgh :—" Your very kind and agreeable favour of the 20th of April overtook me here yesterday. I am to set out this day for London, and hope to have the honour of paying my respects to Mr. Johnson and you about a week or ten days hence. I shall then do what I can to enforce the topic you mention."

V. 1. Combine the following simple sentences into one complex sentence :—The birdcatcher knew well all the creatures of the forest. He was especially familiar with the habits of birds. He was accustomed to capture the winged creatures. He did so year after year. He captured them by the hundred. He did so by means of snares. The snares were spread on the ground. 2. Analyse the following sentence into clauses, writing out each clause in full ; mention the kind, and give the construction, of each clause. How this comes to be so, I do not know, although I must confess that, if I had cared to inquire, I had ample opportunities for discovering why they acted so peculiarly.

VI. Amend the following sentences :— (a) Being greatly fatigued we hired a vehicle which turned out to be the worst we had ever before travelled in. (b) When I pass off my examination, I shall sell away all my books. (c) I have had fever since two days : I request therefore your favour of granting me leave of absence. By Monday I hope I shall be alright.

VII. 1. Expand the following sentence into a fully formed simile :—Courtesy is a flower of slow growth requiring care to bring it to perfection. 2. Write the following couplet in unfigurative language :—

> Words are like leaves ; and where they most abound
> . Much fruit of sense beneath is rarely found.

 ʼ 3. Point out and name the figures of speech in the following sentence :—We left Pitt in the zenith of prosperity and glory, the idol of England, the terror of France, and the admiration of the whole civilised world.

ENGLISH: PARAPHRASE AND COMPOSITION.

I. Paraphrase :—

        Swift birds that skim o'er the stormy deep,
        Who steadily onward your journey keep,
        Who neither for rest nor for slumber stay,
        But press still forward, by night and day,
        As in your unwearying course ye fly,
        Beneath the clear and unclouded sky ;
        Oh may we without delay, like you,
        The path of duty and right pursue.
        Ye rise with the earliest beams of day,
        Your morning tribute of thanks to pay ;
        You remind us that we should likewise raise
        The voice of devotion and song of praise ;
        There's something about you that points on high,
        Ye beautiful tenants of earth and sky.

II. Write any fable or other story that you may know which illustrates the fidelity of the dog, *or* the sagacity of the elephant, *or* the ferocity of the tiger. (One page at least is expected).

III. Write an essay covering about three pages on—" Cleanliness."

THIRD PAPER IN ENGLISH.

## PERSIAN.

Translate into English :—

روزي پادشاهي با وزير براي سير رفت ۔ بکشت

زاري رسيد درختان گندم ديد از قد آدم دراز تر ۔

پادشاه متعجب شد و گفت چنين دراز درختان گندم

گاهي نديدم ۔ وزير عرض کرد که اي خداوند در وطن

من درختان گندم همچو قد فيل دراز مي شواد ۔ پادشاه

تبسم کرد ۔ چون از سير باز آمد خط بمردمان وطن

خود براي چند درختان گندم فرستاد تاکه خط آنجا رسيد

فصل گندم گذشته بود ۔ القصد بعد يکسال درختان گندم

ازالها رسیدند ۔ وزیر پیش بادشاہ برد ۔ بادشاہ پرسید
چرا آوردي ؟ عرض کرد کہ درمال گذشتہ روزي
عرض کردہ بودم کہ درختان گندم همچو قد فیل بلند
مي شوند ۔ تبسم کردید ۔ باخود گفتم کہ سخن من دروغ
پنداشتید برائے تصدیق سخن خود آوردم ۔ بادشاہ گفت
حالا باور کردم لیکن زنهار پیش کسے چنین سخن مگو
کہ بعد سالي باور کند ٭

شبي قاضي درکتابي دید کہ هر کہ سر خرد میدارد
و ریش دراز احمق مي شود ۔ قاضي سر خرد داشت
و ریش بسیار دراز ۔ باخود گفت کہ سر را بزرگ کردن
نمي توانم ۔ لیکن ریش را کوتاہ خواهم کرد ۔ مقراض
تلاش کرد نیافت ۔ تا چار نیم ریش را در دست گرفت
و نیم نزد چراغ برد ۔ چون موي را آتش گرفت شعل بر
دست او رسید ۔ ریش را گذاشت هم ریش او سوخته
شد ۔ قاضي بسیار شرمندہ گردید بہ سبب اینکہ هرچہ
در کتاب بود بائبات رسید ٭

Translate into English :—

ایك دن ایك بوڑها اور اس كي بڑهیا دو نیں بچے
چهوٹے چهوٹے ساتهہ لئي هوي لكڑیاں توڑنے کے
واسطے اس غار کے پاس جهاں حاتم پوشیدہ تها پهنچے ۔
اور لكڑیاں اس جهنگل میں چنے لگے ۔ بڑهیا بولي كہ اگر

همارے دن کچھ بھلے آئے ۔ تو حاتم کو ھم کہین دیکھ
پائے ۔ اور اسکو پکڑ کر نوفل کے پاس لیجائے ۔ تو وہ پانچ
سو اشرفی دیتا ۔ اور ھم آرام میں کھائے ۔ اس دکھ
دھندے میں چھوٹ جائے ۔ بوڑھیلے کہا کیا تڑ تڑ کرتی
ھی جو ھمارے طالع مین یہی لکھا ھی کہ روز لکڑیان
توڑین اور سرپر دھرکر بازار مین بیچین ۔ تب لون
روٹی میسر آوے ۔ یا ایك روز جنگل میں باگھ لیجاوے ۔
لے اپنا کام کر ۔ ھمارے ھاتھ حاتم کاھی کو آویگا ۔ اور
بادشاہ اتنی روپئی دلاویگا *

یہ دونون کی باتین حاتم نے سنین ۔ مردمی اور
مروت میں بعید جانا کہ اپنے تئین چھپائے اور جان کو
بچائے اور دونون بیچارون کو مطلب تك نہ پہنچائے ۔ سچ
ھی اگر آدمی مین رحم نہین تو وہ انسان نہین ۔ اور
جسكی جی مین درد نہین وہ قصائی ھی *

غرض حاتم کی جوانمردی نے نہ قبول کیا کہ اپنے
کانون میں سنکر چھپکا ھو رھے ۔ وولہین باھر نكل آیا اور
اس بوڑھے سے کہا ۔ کہ ای عزیز حاتم مین ھی ھون ۔
میرے تئین نوفل کے پاس لے چل ۔ وہ مجھے دیکھیگا
اور جو کچھ روپئی مجھے دینے کا قرار کیا ھی تجھے
دیگا ۔ پیر مردلے کہا سچ ھی کہ اس صورت مین بھلائی
اور بھبودی میری البتہ ھی ۔ لیکن وہ کیا جانے کہ تجھ
سے کیا سلوك کرے ۔ اگر مارڈالے تو میں کیا کرون *

## MARATHI.

Translate into English :—

गोदातीरीं राक्षसभुवनापासून २० कोशांवर लांब म्हणून एक गांव आहे. तेथें सूर्योपंत म्हणून एक कुळकरणी रहात असे. तो ज्ञातीचा नामद्वयगोत्री ऋग्वेदी देशस्थ ब्राह्मण असून सूर्योपासक असे ; ह्याचा पुत्र रामदास. ह्याच्या आईचें नांव राणूबाई. ह्याचें पहिलें नांव नारायण होतें, परंतु पुढें तो रामाची भक्ति करूं लागला, म्हणून त्याचें नांव रामदास असें पडलें. त्याचा वडील भाऊ गंगाधर म्हणून होता ; त्यास रामी- रामदास म्हणत. त्याचा जन्म शके १५२७ त झाला. त्यानें भक्तिरहस्य नामें ग्रंथ केला आहे ; शिवाय अध्यात्मपर पदें केलीं आहेत. तो शके १५९९ त फाल्गुन वद्य १३ स निज- धामास गेला. रामदास लहानपणापासून विरक्त होता. तो मारुतीचा अवतार असें म्हणतात. त्याच्या आईबापांनीं त्याचें लग्न करण्याची सर्व तयारी केली होती ; पण त्याच्या मनांत लग्न करून घेण्याचें नव्हतें, म्हणून तो पळून गेला. तो काहीं दिवस नाशिक क्षेत्रीं पंचवटींत राहून पुढें सातार्‍याजवळ चांफळ एथें जाऊन राहिला. तो बहुत करून तीर्थयात्रा करित फिरत असे. त्याच्या शिष्यमंडळींत शिवाजी राजा होता. शिवा- जीनें आपलें सगळें राज्य रामदासास दिलें ; तेव्हां त्यानें त्याचा स्वीकार करून तें पुनः शिवाजीच्या स्वाधीन केलें, आणि

तो झुनाला कीं, माझ्या खामिवाची इतकीच खूण असावी कीं, तुझ्या फौजेचा झेंडा भगवा असावा. तेंह्यांपासून शिवाजी- नें आपल्या फौजेंत भगव्या झेंड्याची चाल पाडली. शूद्र वगैरे हल्क्या जातीच्या हिंदूंत जोहार म्हणण्याच्या ठिकाणीं रामराम म्हणण्याची जी चाल पडली आहे तीहि शिवाजीनेंच नवी पाडिली. •

## TAMIL.

Translate into English :—

ஒரு ஒட்டன் ஒரு குடியானவனது தோட்டத்தில் மிகக் குறைந்த தொகைக்கு ஒரு கிணறு வெட்டுவதாக ஒப்புக்கொ ண்டு, நான்கு நாள் கஷ்டப்பட்டுப் பத்தடி ஆழம் வெட்டினன். மறுநாட் காலையில் அவன் வழக்கப்படி வேலேக்கு வந்தபொழுது அந்தக் கிணற்றின் பக்கம் இடிந்து விழுந்து மேற்புறத்திலிரு ந்து இரண்டடி ஆழம் வரையில் மண்மூடியிருப்பதைக் கண்டு, தன் கஷ்டம் வீணாயிற்றென்று விசாரப்பட்டு, கொஞ்சம் ஆலோ சித்துத் தன் மேல்வேஷ்டியைக் கிணற்றங்கரையில் வைத்து விட்டு, எவரும் காணதபடி தன் வீட்டுக்குப் போய்ப் படுத்துக் கொண்டான். ஒரு மணி நேரத்திற்குப் பிறகு வீட்டார் கிணறு இடிந்து விழுந்திருப்பதையும் ஆளில்லாமல் மேல்வேஷ்டிமட் டும் கிணற்றங்கரையி லிருப்பதையும் பார்த்து ஒட்டன் இறந்தா னென்று நினைத்து, அந்தச் சங்கதியை எல்லாருக்கும் தெரி வித்தார்கள். அப்பொழுது அயலார் பதின்மர் வந்து கிணற்றி லிறங்கி அதி விரைவில் அந்த மண்ணை வாரி எடுத்துவிட்டார் கள். ஆனால் அதிக ஆழம் தோண்டியும் ஒட்டன் காணப்படா மையால் எல்லாரும் ஆச்சரியப்படத் தொடங்கினர்கள். அதற் குள் ஒட்டன் கையில் கட்டப்பாறையுடன் கிணற்றண்டை வந்து, "அப்பன்மாரே, என்பொருட்டு நீங்கள் மிகவும் சிரமப் பட்டீர்கள் உங்களுக்கெப்படி என் நன்றியறிதலேக் காட்டு வேன்? விடிய ஒருமணிநேரத்துக்கு முன் நான் இவ்விடம் வந் தேன். தலேநோய் கண்டதனூல் நிற்கமாட்டாமல் சற்றுப் பொறுத்து வீரலாகுமென்று வீட்டிற்குப்போனேன். அதற்குள்

நீங்களெல்லாரும் எனக்கு இந்தப் பெரிய உபகாரத்தைச் செய்
தீர்கள். என் அதிர்ஷ்டத்தை என்னென்று சொல்வேன்?
நான் எழை அல்லவா? உங்கள் உபகாரத்தை என்றைக்கும்
நினைத்துக்கொண்டிருப்பேன் '' என்று சொல்லிக் கிணற்றுக்
குள் இறங்கித் தோண்ட ஆரம்பித்தான். அப்பொழுது இருந்
தவர்களிற் சிலருக்கு அவன் வார்த்தைகள் ருசிக்காமல் அவன்
மேற் கோபங்கொண்ட போதிலும், மற்றவர் களிப்புடன் சிரித்
தார்கள். அறிவுடைமையால் எவ்வகையான ஆபத்தையும்
விலக்கிக் கொள்ளலாமென்பது இதனால் விளங்கும்.

### TELUGU.

Translate into English :—

రామాపుర మను గ్రామము ఒక మైదానములో నున్నది.
దానికి సమీపమున దటాకములు అనేకములు గలవు. ఆయూరి
చుట్టును పరిశొలములు లున్నవి. యుక్తకాలమున వర్షించి చెఱువులు
నిండినపుడు గ్రామజనులు తమపొలములకు జలసమృద్ధి గలవారై మంచి
పంటలు పండించుకొని భోజనపదార్థములను బుష్కలముగా సేకరిం
చుకొందురు. అయినను ఒకపర్యాయము రెండుసంవత్సరములు
రామాపురమున అనావృష్టి సంభవించెను. చెఱువులలో నీళు శేషం
దును బొలము లెండి బోయ్చెను. తర్వాత క్షామము సంభవింపగా
జనులు వర్షమను బ్రసాదింపవలయు నని సర్వేశ్వరునిఁ బ్రార్థింప
దొడఁగిరి. ఇట్లు ప్రార్థింపగాగ భార్థింపగాగ గడపట నఖండవృష్టి
కురిసెను. రెండుదినములు భారాపాతముగ వర్షింప నచ్చటి తటాక
ములు నిండినవి. పెద్దచెఱువులో మూడుగుసములకు పెలసినంత
నీరు ఏ్లిచినందున బ్రజల ఈలోపల దమపంటలను బండించుకొన
వచ్చు నని సంతసించిరి. ఆయూరిమంగళికి దొమ్మిది సంవత్సర
ముల ప్రాయము గలపంగెదు అను నొకకొమకడు గలడు.
జనకుడు తన కొావయొద్ది కొకసమాచారము చెప్పి పంపగా
బొోయి యుండి ఆబాలుడు రాత్రి తొమ్మిది గంటలకు మరల స్వ
గ్రామమునకు వచ్చుచుండెను. ఆరాత్రి మిక్కిలి చలిగాను,
చీకటి గాఢముగాను, ఉండెను. మార్గమధ్యమున వాడు తన

గ్రామమున కొకమైలు దూరములో నున్న యాచెఱువుగట్టుమీద
నడవవలసి వచ్చెను.  వాడు గట్టుపైని సగముదూరము వచ్చు
నప్పటికి ఒకచోట సుడకము గట్టుపై పొరలి పోవుచుండుటయే గాక
దానిలో నొకచిన్న రంధ్రములోనుండి ప్రవహించుచున్నట్టుస గనం
బడెను. అంతట వాడు తటాకములోని జల మంతయు వ్యర్థముగా
బయటికి బోయినపక్షమున గ్రామస్థులలో ననేకలు పంట లేక
శ్రమపడుదు రని భయపడి తన్నగ్రామమునకు పరుగెత్తి గ్రామస్థులతో
చెఱువుగట్టున రంధ్రముపడి నీరుపోవుచున్నదని తెలియ జేసెను.

## KANARESE.

Translate into English :—

ఒబ్బ హక్కిహిడియువవను ఒందు కాడినల్లి కెలవు అక్కియ
కాళగళన్ను చెల్లి అవుగళవేుఁల కణ్ణిగె కాణిసదంతె బలెయన్ను
బీసి హిందక్కె హోగి బందుమరద హిందుగడె అవితుకొండిద్దను.
స్వల్ప హొత్తినొళగాగి ఒబ్బ పారివాళగళ ఆరసను తన్న పరివార
దొడనె ఆ స్థళక్కె సమిసపదల్లి బందిళదను.  ఆ రాజను అక్కియ
కాళగళన్ను నోడి తన్న సుత్తలూ ఇద్దవరన్ను కురితు హీగెందు
హేళదను : " ఈ విజనవాద కాడినల్లి అక్కియ కాళగళు హేగె
బందవు? యాఁకో ఒబ్బరు ఇవుగళన్ను ఇల్లిగె తందిరబేకు.
చెన్నాగి విచారవూడువవవేఁగూ అవుగళన్ను తిన్నబేది.' అవరె,
పారివాళగళు హితోక్తిగె కివికొడదె అవుగళన్ను తిన్నబేకెందు
కేళగిళదు బలెయల్లి సిక్కు బిద్దవు.  బళిక అవసనూ తానా
గియేఁ బందు అవుగళొడనె సేరి కొండను.  బళిక సేఁచిద్దిద్ద
పక్షిగళన్నుకురితు రాజను ఇంతెందను : " ఇదు శత్రువిన కెలస
వెందు ననగె తోఁరితు.  నాను హేళవహాగె నీవు కాదిరలారదె
హోదిరి; ఈగ ఏనాయితు నోఁడి.  నాను ఉద్దేశిసువవదన్ను
లాలిసి.  సణ్ణ సణ్ణ వస్తుగళుకూడ దొడ్డ దొడ్డ కెలసగళన్ను
నిర్వహిసబల్లవెంబుదు నవుగెల్లా తిళిదే ఇదె : దారగళన్ను హొ

C—2

ಸೆವು ದಪ್ಪಹಗ್ಗಮಾಡಿ ಅವುಗಳಿಂದ ದೊಡ್ಡ ದೊಡ್ಡ ಮೃಗಗಳನ್ನು ಕೂಡ
ಕಟ್ಟಿ ಬಿಡಬಹುದು. ಈಗ ನೀವೆಲ್ಲರೂ ಬಂದೇ ಸಲ ಬಲೆಯನ್ನು
ಎತ್ತಿಕೊಂಡು ಇನ್ನೊಂದು ಸ್ಥಲಕ್ಕೆ ಹಾರಿಬಿಡಿ.'' ಆ ಕಾಲಕ್ಕೆ ಸರಿಯಾಗಿ
ಪಾರಿವಾಳಗಳನ್ನು ಹಿಡಿದುಕೊಳ್ಳುವದಕ್ಕಾಗಿ ಬರುತ್ತಿದ್ದ ಹಕ್ಕಿಹಿಡಿಯಂಬ
ವನು ಪಕ್ಷಿಗಳು ತನ್ನ ಬಲೆಯನ್ನು ಅಂತರಿಕ್ಷದಲ್ಲಿ ಹೊತ್ತು ಕೊಂಡು
ಹೋಗುವದನ್ನು ಕಂಡು ಬೆರಗಾಗಿ ಹೋದನು. ಪಾರಿವಾಳಗಳು ಇನ್ನೂ
ಬಲೆಯಲ್ಲಿ ಸಿಕ್ಕಿಕೊಂಡಿದ್ದವು. ಅಗರಾಜನು ತನ್ನವರನ್ನು ಕುರಿತು. '' ಸನ್ನ
ಸ್ನೇಹಿತರಲ್ಲಿ ಒಬ್ಬನಾದ ಇಲಿಗಳರಸನಿರುವ ಕಾಡಿನ ಬಳಿಗೆ ಹಾರಿಬನ್ನಿ.
ಅಲ್ಲಿಗೆ ಹೋದರೆ ಇಲಿಗಳರಸನು ತನ್ನ ಹಲ್ಲುಗಳಿಂದ ಬಲೆಯನ್ನು ತುಂ
ಡು ತುಂಡಾಗಿ ಕತ್ತರಿಸಿಬಿಡಬಲ್ಲನು '' - ಎಂದು ಹೇಳಿದನು. ಅವನ್ನು
ಕೇಳಿದಕೂಡಲೆ ಪಾರಿವಾಳಗಳೆಲ್ಲಾ ಇಲಿಗಳರಸನು ವಾಸಮಾಡುವ ಬಿಲ
ದಮುಂದೆ ಬಂದಿಳಿದವು. ಇವಿ ಪಾರಿವಾಳಗಳ ರಾಜನನ್ನೇ ಮೊದಲುಪಿಡಿಸ
ಲಾರಂಭಿಸಿದನು; ಬಳಿಕ ಅವನ ಪ್ರಾರ್ಥನೆಯಮೇಲೆ ಅವನಪರಿಜನರ
ಬಂಧನವನ್ನು ಬಿಡಿಸುವದಕ್ಕಾಗಿ ಅವನನ್ನು ಬಿಟ್ಟುಕೊಂಡನು; ಕೊನೆಗೆ
ತನ್ನ ಹರಿತವಾದ ಹಲ್ಲುಗಳಿಂದ ರಾಜನನ್ನು ಬಿಗಿದಿದ್ದ ಹಗ್ಗಗಳನ್ನು
ಕತ್ತರಿಸಿದನು. ಅಗ ಪಾರಿವಾಳಗಳ ರಾಜನು ಅತ್ಯಂತಸಂತೋಷದಿಂದ-
'' ನಾವು ನಿಸಗೆ ಎಷ್ಟು ಋಣಿಗಳಾಗಿದ್ದೇವೆ! ಯಾವಜ್ಜೀವವೂ ನಾವು
ನಿನ್ನ ಗುಲಾಮರೆಂದು ತಿಳಿ. ಅಪತ್ತಿಗೆ ಆನವನೇ ನೆಂಟ '' ಎಂದು
ಹೇಳಿತು.

## MALAYALAM.

Translate into English :—

ആംബുരാജ്യത്താതിൽ അളി എന്ന സൂഹ്ത്താൻ അന്യരേശത്തു
യ്യുദ്ധംചെയ്തും സ്വദേശത്തുള്ള പ്രജകളെ ഹിംസിച്ചും കൊണ്ട തണ്റ
രാജ്യമെല്ലാം നാശയം ബ്രഹ്ന്യുമാക്കിത്തീണ്ട. ആമന്റെ മന്ത്രി ത
നിക്കു ഒരു ഭ്രമി പക്ഷിഭാഷ പഠിപ്പിച്ച പ്രകാരയും ആത്തുകൊണ്ട
ഒരു പക്ഷിയും സംസാരിച്ചതു ആതിന്റെ ആത്ഥം അറിയാമെന്നും
നാടി. ഇതനംഹ ആ മന്ത്രി രാജാവിനോട്ട ഋകെ നായ്ക്കുംൻ

പോയി മടങ്ങിചരുമ്പോൾ വഴിയിൽ ഒരു മരത്തിന്മേൽ രണ്ടു മൂങ്ങ
കൾ ഇരുന്നു ഗ്രഢമായി സംസാരിക്കുന്നതു കേട്ട രാജാവു മന്ത്രിയെ
നോക്കി ഒരു മൂങ്ങകൾ എന്താണ പറയുന്നരെന്നറിവാൻ എനിക്കിഷ്ട
യുണ്ട. അതുകൊണ്ടു അവരുടെ സംഭാഷണം കേട്ടു അതിന്റെ
വിവരം എന്നെ അറിയിക്ക എന്ന കല്പിച്ചപ്പോൾ മന്ത്രി മരത്തിന്റെ
സമീപത്തുപോയി നിന്നു ബഹുജാഗ്രതയായി കേൾക്കുന്ന പോലെ
ഭാവിച്ചു മടങ്ങിചന്നപ്പോൾ എന്താണു കേട്ടത് എന്ന സുൽത്താൻ ചേ
ദിച്ചു. തനിക്ക അതു പറവാൻ ധൈര്യമില്ലെന്നു മന്ത്രി ഉണത്തിച്ചു.
സുൽത്താൻ ഒരു ഉത്തരം കൊണ്ടു തൃപ്തിപ്പെടാതെ ആ മൂങ്ങകൾ പറ
ഞ്ഞതു കേട്ട കഴികയുള്ള ചെന്നു നിബ്ബന്ധിച്ചപ്പോൾ എന്നാൽ കേൾ
പ്പിൻ എന്നു മന്ത്രി ഉണത്തിച്ചു പറഞ്ഞതാ വിള:- ഒരു കൂട്ടമാരിൽ
ഒന്നിന്നു ഒരു ആൺ കഞ്ഞും മറ്റേതിന്നു ഒരു പെൺകുഞ്ഞും ഉണ്ടു.
അവരിരുവരും തങ്ങളുടെ കുഞ്ഞുകളെ തമ്മിൽ വിവാഹം ചെയ്യിപ്പി
ക്കേണമെന്നു ആലോചിക്കയാകുന്നു. അതായിൽ ആണിന്റെ ജനപ്പൻ
പെണ്ണിന്റെ അച്ഛനോട നിന്റെ മകൾക്ക 50 പാഴായ ഗ്രാങ്ങൾ
സ്ത്രീധനമായിക്കൊടുത്താൽ ഒരു വിവാഹത്തിന്നു ഞാൻ സമ്മതിക്ക
മെന്ന പറഞ്ഞു. ദൈവത്തിന്റെ കടാക്ഷം കൊണ്ടു നമ്മുടെ സുൽ
ത്താനാലി സുഖമായി രാജ്യം വാണുകൊണ്ടിരിക്കുന്നവരെയും പാഴ്
ഗ്രാങ്ങൾക്ക എന്തുകുറച്ചിൽ. അമ്പതു ഗ്രാങ്ങളെയൊ ചോദിച്ചതു ?
ഞാൻ 500 ഗ്രാമങ്ങാദ തരുന്നുണ്ട എന്നു പെണ്ണിന്റെ അച്ഛൻ ഉത്തര
മായി പറഞ്ഞപ്രകാരം മന്ത്രി ബോധിപ്പിച്ചു. ഒരു കഥ സുൽത്താ
ന്റെ എടയത്തിന്നു വല്ലാതെ തട്ടി. താൻ പാഴാക്കിയ ഗ്രാങ്ങളെല്ലാം
വീണ്ടും പണിയിച്ചു അതിന്റെ ശേഷം എല്ലായ്പ്പോഴും പ്രജകളുടെ
ക്ഷേമം ആലോചിച്ചു പോരികയും ചെയ്തു.

## URIYA.

Translate into English :—

ବାସୁ ନ ଘ୍ଲେ ଉଷାକାଳିନ ଅକ୍ଷର ଅରୁଣିମ, ଉଘ୍ଚର
କାଞ୍ଚନ କାନ୍ତି, ମଞ୍ଜୁତର ସୁପ୍ରଭର ତେଜ ଏବ ସାୟଂକାଳିନ
ଶାମୃଢଯୁଖ୍ଲ ଉନ୍ନତଟଣୁ ରମଣୀୟତା, କଲ୍ଲହ୍ ନୟନଗୋଚର

ବୁଅନ୍ତା ନାହିଁ । ବାୟୁ ନ ଥିଲେ ଇନ୍ଦ୍ର, କୋଦଣ୍ଡର ମନୋ-
ହାରିଣୀ ଶୋଭା, ଚଞ୍ଚଳ ବାରିଦମାଳ୍ବର ସ୍ୱିଗ୍ଗୁତ୍ତ୍ୱ ଏବ କନକପ୍ରଭ
ସୌଦାମିନୀର ବଚିତ୍ର କ୍ରୀଡ଼ା ଲକ୍ଷିତ ହୁଅନ୍ତା ନାହିଁ । ବାୟୁ ନ
ଥିଲେ ଅମ୍ମାନଙ୍କର ଏହି ଅବାସଭୂମି ବସୁନ୍ଧର ଦେହ ଅଂଶୁ-
ମାଳିର ପ୍ରଚଣ୍ଡ ତେଜରେ ଦଗ୍ଧ ହୋଇ ଯାଅନ୍ତା । ବାୟୁରାଶି ନ
ଥିଲେ ସାୟଂକାଳୀନ ସୂର୍ଯ୍ୟ ଶଶଙ୍କ ମଧ୍ୟରେ ଅଯୁମିତ ହୋଇ ସମସ୍ତ
ଅବନୀମଣ୍ଡଳକୁ ଘୋରତମ ଅନ୍ଧକାର ସମୁଦ୍ରରେ ନିମଗ୍ନ କରନ୍ତା ।
କିନ୍ତୁ ବାୟୁରାଶି ସ୍ୱଦେହରେ କ୍ରୟୁଥ୍ୟର୍ମଣ ସୌରରଶ୍ମି ସଞ୍ଚୟ କର
ରଞ୍ଜ ଦାହାକୁ ଫର୍ସ , ପଇଡ଼ଭାଗ କରେ ; ସୁତର୍ଂ ସାନ୍ଦ୍ୟ ଅନ୍ଧ-
କାର କ୍ରମଶଃ ଧରଣୀ ମୁଖକୁ ଅଚ୍ଛାଦିତ କରେ ଏବ ଏହି ପ୍ରକାରେ
ଅବମାନେ ବିଶ୍ରାମାର୍ଥ ଅକ୍ଷୟ ଲେଭବାଲୁ ସମୟ ଏବ ସୁବ୍ୟଧା ଲଭ
କରନ୍ତି । ବାୟୁ ନଥିଲେ, ନଣାବସ୍ଥାର ନୋହୁଣ୍ଡ ପ୍ରଚଣ୍ଡ ମାର୍ତ୍ତଣ୍ଡ
ଦଗ୍ଧଲଯ୍ୟୋପରି ଉଦିତ ହୋଇ ପ୍ରଚଣ୍ଡ କିରଣ ସଂପାତଦ୍ୱାର୍ତ ଜବ-
କ୍ଲକୁ ଦଗ୍ଧ କରନ୍ତା ; କିନ୍ତୁ ବାୟୁ ମଣ୍ଡଳ ପ୍ରଥମତଃ ସୂର୍ଯ୍ୟର ଏକମାତ୍ର
ରଶ୍ମି ଲେଖା ଗ୍ରହଣ କରି ଜ୍ଵଗତକୁ ଉଷାର ଆଗମନ ବାର୍ତ୍ତା
ପ୍ରଦାନ କରେ, ଉଦଯନ୍ତର ଏକ , ଅଧ୍ବ କିରଣ ଗ୍ରହଣ କର
ଶବ୍ବର ଅନ୍ଧକାରକୁ ବିଦୂରିତ କରେ ଏବ ମୃଦୁ ମନ୍ଦଭବରେ
ନତ୍ରଭା ଧରଣୀର ମୁଖୋପରି ସୌରତେଜ୍ୟାଦକୁ ପାଇଥ କର ଦାହାକୁ
ଜ୍ଵାଗ୍ରତ ଏବ ନଖ୍ଵାଳ କରେ ।

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## ENGLISH COMPOSITION.

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Write an essay on " The Pleasures of Travelling."

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TUESDAY, 2ND DECEMBER, 10 A.M. TO 1 P.M.
SANSKRIT: TEXT-BOOKS AND GRAMMAR.

I. Give an account of the life of Saubhari. What lesson do you draw from it ?

II. Explain the following with reference to the context :—

1. बलस्याननावलोकनात्कृष्णोऽप्यात्मानं    गोचक्रान्तराव-

    स्थितमिव मेने ॥

2. अङ्कुरेऽप्यविसंवादि सहकारस्य सौरभम् ॥

3. ईप्सितालोकनप्रीत्या स्वभावो हि विभाव्यते ॥

4. आत्मनो बन्धुरात्मैव गतिरात्मैव चात्मनः ॥

III. 1. What are the virtues of स्यमन्तकमणि ? What sort of a person is qualified to wear it ? 2. Is there any reference in the Vishṇupurāṇa to the practice of Suttee (अनुमरण) ?

IV. Explain the following passages :— 1. सवनगतान् क्षत्रिय-
वैश्यान् निघ्नन् ब्रह्महा  भवतीत्येवंप्रकारं दीक्षाकवचं प्रविष्ट एवा-
क्रूरस्तस्थौ ॥

2. पुरा शुद्धोदनः श्रीमान् राजा शाक्यपुरेऽभवत् ।

    खलासक्ता स्वभावेन लक्ष्मीर्गुणगणार्पिता ।

    आश्चर्यकारिणा येन कृता सत्यक्षपातिनी ॥

3. वयःपर्यातिमात्रोऽपि पर्याप्तिं नाश्रयत्ययम् ।

    इतीव पलितव्याजाज्जरा वृद्धं हसत्यसौ ॥

4. नाप्यत्र पादपः कश्चिन्नाफली नापि कण्टकी ।

    षट्पदैर्वाप्यनाकीर्णे न कश्चित् काननेऽभवत् ॥

5. नेमां बालां वने हिंस्युः क्रव्यादा मांसगृद्धिनः ।

इति कृत्वा स्म रक्षन्ति शकुन्ता मेनकात्मजाम् ॥

V. Re-write the following in prose order substituting synonyms for the words underlined :—

प्राज्ञस्तु जल्पतां पंसां श्रुत्वा वाचः शुभाशुभाः ।

गुणवद्वाक्यमादत्ते हंसः क्षीरमिवाम्भसि ॥

VI. 1. Give the meaning of the following: (a) क्रीडनक,
(b) धात्री, (c) बड्वा, (d) मारिका, (e) तितिक्षा, (f) अ-
भिशस्ति, (g) वैखानस, (h) बुणप, (i) शिबिका, (j) दोषज्ञ,
(k) पक्कण, (l) अप्रमर्षिणी.  2. Give the literal meaning of —
(a) पदातिः, (b) सस्त्रीयः and (c) निमित्तज्ञ:.  3. Distinguish
between —(a) कुशल and अनामय. and (b) हर्म्य and चैत्य. 4. How
are the following names accounted for :— (a) सर्वदमनः and
(b) शाक्यमुनिः. 5. (a) वाहिनी चतुरङ्गिणी. What are the four
angas of an army ?

(b) अष्टावत्र समासेन विवाहाः धर्मतः स्मृनाः ।

Name any four of the eight forms of marriage.

VII. 1. Explain the allusions in — (a) जतुगृहदग्धानां पाण्डु-
तनयानां त्रिदितपरमार्थेऽपि भगवति ॥

(b) क्षत्रजातश्च यः पूर्वमभवद्ब्राह्मणो बलात् ॥

2. Quote (a) the verse which describes the ideal wife,
(b) any one of the verses in which सत्यम् is extolled.

VIII. 1. Explain and give one instance of each of the following :—
(a) गुणसन्धि and (b) वृद्धिसन्धि ;   2. Re-write the following with sandhi :— (a) प्र + एजते  (b) सः + एषः + दाशरथिः + रामः  (c) वाक् + हरिः  (d) तत् + श्लोकेन.

IX. 1. Write the vigrahavākya of (a) अतीतकालारम्भः (गुरुषः), (b) कर्गीकर्णिकया, (c) क्षुत्विपासाश्रमातुरान्, (d) सदारः.   2. Name all the compounds in (c) in the above.

3. सप्ताष्टदिनानि (Seven or eight days). Form a similar compound signifying 'five or six days.'

X. 1. Point out the grammatical peculiarity in the following :—
(a) निर्वेष्टुकामः, (b) युवराजः.   2. Give one instance of each of the following :—(a) Double accusative, (b) Genitive absolute.

XI. How is the meaning of the roots शिष्, नी, वृत् and स्था modified by prefixing to them, respectively, the Upasargas वि, आ, नि and प्र ?

XII. Give:   1. the nominative forms of ददत् and महत् (both masculine); 2. the instrumental forms of मघवन् and अनडुह् ; 3. the vocative forms of श्री and अम्बा ;   4. the locative forms of पूर्व and अस्मत् ; 5. the third person plural, present tense (लट्) of जागृ ;   6. the third person (all the three forms), aörist (लङ्) of जन् (to be born); 7. the third person plural, perfect tense (लिट्) of यज् ; 8. the second person (all the three forms), imperative mood (लोट्) of ईश्.

I. Translate into English :—

1. (a) सर्वस्य धातारमचिन्त्यरूप-

मणोरणीयांसमतिप्रमाणम् ।

सितासितं चेश्वरमीश्वराणा-

माराधयिष्ये तपसैव विष्णुम् ॥

इत्यात्मानमात्मनैवाभिधायासौ सौभरिरपहाय पुत्रगृहासन-
परिग्रहादिकमशेषमर्थजातं सकलभार्यासमन्वितो वनं प्रविवेश ।
तत्राप्यनुदिनं वैखानसनिष्पाद्यमशेषक्रियाकलापं निष्पाद्य क्षपित-
सकलरूपापः परिपक्वमनोवृत्तिरात्मन्यहीन् समारोप्य भिक्षुरभवत् ॥

(b) तत्र हर्म्यगतापश्यत्तं कन्याभिजनोज्ज्वला ।

मृगजा नाम मृगजामोदिनी मृगलोचना ॥

(c) निर्वाणशब्दं श्रुत्वेव राजपुत्रः समीहितम् ।

तां ददर्शोन्मुखः पद्मवनानीव दिशन् दशा ॥

(d) जागर्ति संसारगृहे मनीषी

मोहान्धकारे खपिति प्रमत्तः ।

प्रजागरो जीवित एव लोके

मृतस्य सुप्तस्य च को विशेषः ॥

(e) राजन् सर्षपमात्राणि परच्छिद्राणि पश्यसि ।

आत्मनो हरितमात्राणि पश्यन्नपि न पश्यसि ॥

(f) यस्य ते हृदयं वेद सत्यस्यैवानृतस्य वा ।
कल्याणावेक्षणं तस्मात्कर्नुर्महसि धर्मतः ॥

(g) अनृतश्चेत्प्रसङ्क्ते श्रद्धासि न चेत्सयम् ।
आत्मना हन्त गच्छामि वादृशे नास्ति सद्व्रतम् ॥

(h) एकोऽहमस्मीति च मन्यसे त्वं
न ह्त्त्कयं वेत्सि मुनिं पुराणम् ।
यो वेदिता कर्मणः पापकस्य
तस्यान्तिके त्वं वृजिनं करोषि ॥

2. (a) किं तस्य दानैः किं तीर्थैः किं तपोभिः किमध्वरैः ।
हृदि स्थो यस्य भगवान्मङ्गलायतनं हरिः ॥

(b) यौवनं धनसंपत्तिः प्रभुत्वमविवेकिना ।
एकैकमप्यनर्थाय किमु यत्र चतुष्टयम् ॥

(c) विद्या ददाति विनयं विनयाद्याति पात्रताम् ।
पात्रत्वाद्धनमाप्नोति धनाद्धर्मं ततः सुखम् ॥

(d) मित्रद्रोही कृतघ्नश्च यश्च विश्वासघातकः ।
त्रयस्ते नरकं यान्ति यावच्चन्द्रदिवाकरम् ॥

(e) अयं बन्धुः परो वेति गणना लघुचेतसाम् ।
उदारचरितानां तु वसुधैव कुटुम्बकम् ॥

(f) काले प्राप्तं महार्हं यो न गृह्णात्यबुद्धिमान् ।
अन्यहस्तगतं दृष्ट्वा पश्चात्स परितप्यते ॥

(g) यथा परोपकारेषु नित्यं जागर्ति सज्जनः ।

तथा परापकारेषु जागर्ति सततं खलः ॥

(h) रक्तत्वं कमलानां मत्युद्गषाणां परोपकारित्वम् ।

अमत्तां च निर्दयत्वं खभावसिद्धं त्रिषु त्रितयम् ॥

II. Translate into Sanskrit:

1. Hariśchandra, King of Benares, had no children for many years of his married life. He prayed to God Varuṇa for a son, saying "Give me a son, and I shall sacrifice him to you." His prayer was granted, and a son was born to him whom he named Rohita. The father delayed the performance of his vow, and going in search of a substitute (प्रतिनिधिः), met a poor man named Ajīgarta. Ajīgarta had three sons. He did not like to sell the eldest son. His wife did not like to part with the youngest. The middle son Śunahśepa was sold for 100 cows, and was bound to the Yūpa post as a sacrifice. Then the boy prayed to Brahma, Agni, and Śūrya to free him from the bonds. These gods were unable to free him. He then prayed to Varuṇa who manifested himself to his worshipper, and released him. 2. Virtue is the only highest good; forgiveness alone can give perfect peace: true knowledge alone can give lasting satisfaction: and doing good to others alone can give true happiness.

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TUESDAY, 2ND DECEMBER, 10 A.M. TO 1 P.M.

LATIN: TEXT-BOOKS AND GRAMMAR.

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I. 1. Decline *aedes* (house), *vicem, alter, robur.* 2. (a) Give the genitive singular and gender of *Thrax, gynaeconitis, lapis, lis, sacerdos ;* (b) the genitive plural of *jugerum, dives, vectigal, plus, felix ;* (c) the locative of *Chersonesus ;* (d) the accusative of *Pausanias, Poecile, Delphi, dos, Myus.*

II. 1. Compare: *saepe, fortiter, diu, potis, secus.* What forms are used as the comparative and superlative of *parum ?* 2. (a) *saltasse,* (b) *collabefactus,* (c) *spondet,* (d) *devictus,* (e) *devinctus,* (f) *infoderunt.* With regard to the above verbal forms ; i. state what part of the verb each is ; ii. give in the active the principal parts of each verb; iii. give the present subjunctive 2nd pers. sing. of (a), (b), and (c), and the future indicative first pers. sing. of (d), (e) and (f).

III. 1. Derive adverbs from: *dignus, tutus, meritus, constans, comis.* 2. Derive adjectives from: *pecunia, Syracusae, Plataeae, gloria, Corcyra.*

IV. Translate into Latin :—(*a*) He was ostracised ; (*b*) He was on the point of gaining the town ; (*c*) He was appointed consul in his thirtieth year ; (*d*) He was tried on a capital charge ; (*e*) He was accustomed to help the poor with his money ; (*f*) Damages were assessed at 50 talents ; (*g*) No one was too poor to gain access to him.

V. 1. Translate. 2. Parse the italicised words :—(*a*) Quaerit *causae* quid sit tam repentini consilii. (*b*) In tanta paupertate decessit, ut *qui* efferretur vix reliquerit. (*c*) Confidere cives potuerunt sui talem eum futurum, qualem *cognitum* judicarunt. (*d*) Undique qui Atheniensium rebus studuissent *ejectis*, decem delegerat in unaquaque civitate, quibus summum imperium committeret. (*e*) Pontem fecit in Histro flumine, *qua* copias traduceret. (*f*) Orchomeniis missus *subsidio* occisus est.

VI. 1. Give the meaning of the following as they occur in your text :—(*a*) *immodestia, hospitium, tumultus, tyrannus, generosus, metallum, testudo, obsonium, tropaeum, antistes ;* (*b*) *largitio magistratuum, impotens dominatio, repulsam ferre, quo valet.* 2. What is the difference in meaning between *nubere* and *in matrimonium ducere ?*

VII. Illustrate by examples the constructions of *pudet, opus* with *sum,* and *convenit ;* and complete the following :—venire non potuit, quippe quem. . . .

VIII. 1. Translate. 2. Recast as directed :—(*a*) Morem ei gesserunt. [Use the passive.] (*b*) Quantum pecuniae quaeque civitas daret, Aristides delectus est *qui constitueret.* [For the italicised phrase use the gerund.] (*c*) Petiit a Pharnabazo ut ad ephoros sibi testimonium daret, quanta sanctitate bellum gessisset sociosque tractasset, deque ea re accurato scriberet : magnam enim ejus auctoritatem in ea re futuram. [Turn the indirect into direct narration commencing with *da testimonium.*]

IX. Translate and explain the following :—(*a*) Hoc longe alio spectabat atque videri volebant. (*b*) Hanc urbem ei rex donarat, his equidem verbis, quae ei panem praeberet. (*c*) Lacedaemonii legatos cum clava ad eum miserunt.

X. 1. Write short notes on *Ostracism* and *Ephors.* 2. Name, with dates and results, the chief battles of the Persian wars.

<center>TUESDAY, 2ND DECEMBER, 2 TO 5 P.M.</center>

<center>LATIN : TRANSLATION.</center>

I. Translate into English :—1. Hos postquam Athenas pervenisse ratus est, ad magistratum senatumque Lacedaemoniorum adiit, et apud eos liberrime professus est, Athenienses suo consilio, quod communi jure gentium facere possent, deos publicos, suosque patrios ac penates, quo facilius ab hoste possent defendere, muris sepsisse ; neque eo, quod inutile esset Graeciae fecisse. Nam illorum urbem ut propugnaculum oppositum esse barbaris, apud quam jam bis classes regias fecisse naufragium. Lacedaemonios autem male et injuste facere, qui id potius intuerentur quod ipso-

rum dominationi, quam quod universae Graeciae utile esset. 2.
Fuit Cimon tanta liberalitate, quum compluribus locis praedia
hortosque haberet, ut nunquam in eis custodem imposuerit fructus
servandi gratia, ne quis impediretur quominus ejus rebus, quibus
quisque vellet, frueretur. Semper eum pedisequi cum nummis
sunt secuti, ut, si quis opis ejus indigeret, haberet quod statim
daret, ne differendo videretur negare. Saepe quum aliquem, offen-
sum fortuna, videret minus bene vestitum, suum amiculum dedit.
Quotidie sic coena ei coquebatur, ut quos invocatos vidisset in foro,
omnes devocaret. 3. Omnes et habentur et dicuntur tyranni, qui
potestate sunt perpetua in ea civitate quae libertate usa est. Sed
in Miltiade erat quum summa humanitas, tum mira communitas,
ut nemo tam humilis esset, cui non ad eum aditus pateret; magna
auctoritas apud omnes civitates, nobile nomen, laus rei militaris
maxima. Haec populus respiciens, maluit eum innoxium plecti,
quam se diutius esse in timore.

. (*Not from Text-Books.*)

II. Translate into English :—1. Arion, cantor et poeta nobilis,
Methymnae, in Lesbo insula, natus est. Is, patria relicta, venit in
eam Italiae partem cui nomen Magna Graecia, diuque Tarenti
habitavit, ubi arte sua ingentem pecuniae vim cumulavit. Postea,
quum navem conscendisset in patriam rediturus, nautae de eo in-
terficiendo deliberarunt, ut illius spolia potirentur. Arion non-
nihil spatii ut sibi concederetur postulavit, quo, instar cycni (*swan*)
morituri, suas ipse exsequias (*funeral*) caneret. Quod quum im-
petrasset, stans in puppi, carmen cecinit; eoque peracto, se in
mare praecipitem dedit. Statim delphinus (*dolphin*) accurrit, et
exceptum dorso Arionem ad littus Laconiae incolumem vexit. 2.
Cleomenes, Lacedaemoniorum rex, interrogatus quodnam esset
boni regis officium, respondit : " Amicis bene, inimicis male facere."
Laudante quodam hoc regis responsum, " Longe melius erat,"
inquit Socrates, " si dixisset : Amicis benefacere, ex inimicis autem
amicos facere."

III. Translate into Latin :—1. Cineas was the friend of Pyrrhus,
king of Epirus. He was a man of great eloquence, and was by
some compared with Demosthenes, the greatest of Greek orators.
Pyrrhus used to say that he had taken more towns by Cineas'
eloquence, than by the force of arms. Having defeated the consul
Valerius Lævinus in the battle at Heraclea, Pyrrhus sent Cineas to
Rome, to consult about the peace. Cineas was gifted with such
memory that, in one day, he learned the names of all the Roman
senators and knights (*eques*), and could call each of them by his
own name. 2 (*a*) She is as skilful in singing as in speaking and
writing. (*b*) He was accused of treason, and fined 35 talents. (*c*)
Cicero was born on the 3rd of January, 106 B.C., and was murdered
on the 7th of December, 43 B.C. (*d*) It is of great importance not
only to us, but also to all the citizens. (*e*) I stayed ten years at
Rome ; I am now at Athens.

TUESDAY, 2ND DECEMBER, 10 A.M. TO 1 P.M.
ARABIC: TEXT-BOOKS AND GRAMMAR.

I. 1. Mention (a) some nouns which govern like verbs; (b) four of the most common forms of the noun of excess; (اسم مبالغه).
2. Give the noun forms of:

مَسقَطَ ـ رَفَقَ ـ طَلَعَ ـ وَضَعَ ـ رَجَعَ ـ وَعَدَ ـ مَكَّنَ ـ جَزَرَ *

3. Show how the diminutive (تصغير) and the aorist (مضارع) are formed and how the latter is affected by

لَم ـ لَن ـ إن ـ مَن ـ إذا ـ كي *

II. 1. Distinguish between the following pairs:

مَا فَرَ وَسَفَرَ ـ عَمَرَ وَ عَمَرَ ـ مَرِضَ و تَمَارَضَ ـ قَاتَلَ وَ
قَتَلَ ـ عَبِيدٌ وَ عبادٌ ـ عيونٌ و أَعيُنٌ ـ بيوتٌ وَ أَبيَاتٌ ـ
خِيَالَةٌ وَ خَيَالَةٌ.

2. Explain the force of ة in these words:

ضَارِبَةٌ ـ حَمَرَةٌ ـ جِمَّالَةٌ ـ صيَاقِلة ـ علَّامة.

3. Write the feminine of:

أَكبَرُ ـ نَدمَانُ ـ غَضبانُ ـ رسُولٌ ـ أَوَّلُ ـ أَحمَرُ ـ
أَحدَبُ ـ فَتِي.

III. 1. Name the خاصيات of افعال ـ استفعال ـ مفاعلة with examples. 2. Write the aorist (مضارع) and the imperative (امر) of these verbs.

فَرَّ ـ هَنَأَ ـ سَئِمَ ـ وَعَدَ ـ يَئِسَ.

3. Conjugate fully the past tense, active and passive of: (ماضي معروف و مجهول)

خَافَ ـ سَعِيَ ـ رَمَيَ ـ فَرَّ.

C—3

4. Write down four sentences in which the governing verb is always understood.    5. Decline:

<div dir="rtl">

الذي ـ هذا ـ وغيره ـ ذو ـ فَمٌ ـ هَأنت.
</div>

IV. 1. Construct sentences using مِن having the force of:

"of," "than," "some of," "any."    2. Show how the following words may be used to express possession, companionship, etc:

<div dir="rtl">

بِنتٌ ـ صاحب ـ أخ ـ أب ـ ذو *
</div>

3. Give an example of each of the following:

<div dir="rtl">

اسم آلة ـ ظرف زمان ـ مفعول له ـ جمع القلة ـ جملة ظرفيةٌ ـ جملة شرطيةٌ.
</div>

4. Translate carefully: I met a generous man of Beyrout. He did it himself.    What an excellent horse-man!    How many dirhems have you?    He has fifteen male and female camels.    Verily Zeid's servant is standing.    The tired rider almost fell.    He comes to me morning and evening.    Beware of the lion !    The most learned of philosophers.    Two just men came before the king.    And so on.

V. 1. Write theEnglish meaning of these words and expressions:

<div dir="rtl">

شَاخَ ـ ابوالحصين ـ ملهوف ـ السياسة ـ اقشعَر ـ حَكَمٌ ـ سمرَالبيت ـ أدهم ـ الواح ـ يدٌ في الصياغة ـ صاعقه. وقَعَ معشياً عليه.
</div>

2. What does this couplet refer to ?—

<div dir="rtl">

إِذا حل الثقيل بأرضِ قومٍ ـ فما للساكنين سوي الرحيل.
</div>

VI. 1. Give in English or Hindustani the substance of the dream of الملك جليعاد and mention what arrangements he made for the education of his son.    2. الجسدوالروح مشتركان في الاعمال How does the author explain this?    3. Show some knowledge of these stories:

<div dir="rtl">

الثعلب و الذئب ـ ديكان ـ غزالٌ وامد ـ حَداد و كلب.
</div>

TUESDAY, 2ND DECEMBER, 2 TO 5 P.M.

ARABIC: TRANSLATION.

I. Translate into Arabic :—

1. When the hour of departure was at hand, and few besides the Chiefs were left on shore, an altar was raised and solemn sacrifices were offered to the gods. While this ceremony was taking place, a serpent was seen to come out of the ground and ascend a tree that grew near.

On this tree was a bird's nest containing some young. These the serpent devoured, and afterwards the mother bird; but immediately afterwards a flash of dazzling light descended from the heavens, and when the spectators again raised their eyes to the tree, lo! the serpent was turned to stone.

The kings turned to the soothsayer and demanded of him to explain the meaning of this wonderful event; whereupon he interpreted it to signify that the war against Troy would last for nine years, but that the city would be taken in the tenth.

2. (a) A word is enough to the wise.

(b) Contentment is the key of happiness.

(c) The fruit of rashness is repentance.

(d) The bane of knowledge is forgetfulness.

(e) It is no use crying over spilt milk.

(f) Man proposes, God disposes.

II. Translate into English :—

(١) فكم من شقيّ بلا راحةٍ

ينعم في خير في ظلٍّ *

وَ اصبحت في تعب زائد

وامري عجيب وقد زاد حملي *

وغيري سعيد بلا شقوة

وما حمل الدهر يوماً كحملي *

ينعم في عيشه دائماً

ببسطٍ وعزّ وشربٍ وأكلٍ *

وكل الخلائق من نطفة

انا مثل هذا وهذا كمثلي *

و لكنّ شتّان ما بيننا

و شتّان مابين خمر و خل *

و لست اقول عليك افتراءً

فانت حكيم حكمت بعدل *

(٢) و من عجائب ماحُكيَ أنّ بعض السلاطين غضب علي صاحب طبرستان فبذل الطبري جهدَه في ازالة ذلك فما امكنه ـ فبعث السلطان اليه جيشاً كثيفاً فعلم الطبري أنّ الجيش لا ينزلون الّا بغَيضة معيّنة تحت جبل فامر بقطع اشجار تلك الغيضة وتركها كما كانت قائمةً و سترموضع القطع بالتراب ـ فلما وصل الجيش و نزلوا بها كمَنَ الطبري هو و اصحابه خلف ذلك الجبل و شد الجيش دوابهم في اشجار تلك الغيضة وكانت كلها مقطوعة فخرج عليهم الطبري باصحابه و صاح بهم فنفرت الدواب و تساقطت الاشجار لأنّ الدواب جرّتها فولي الجند هاربين فزعين لايلوي أَحَدٌ الي أَحد و تبعهم الطبري بالقتل و الاسر فنجا اقلهم و تلف اكثرهم ـ فلما رجعوا الي السطان سألهم عن شأنهم فقالوا نزلنا بالموضع الفلاني و اتانا في جنح الليل جندٌ من الشياطين تضربنا بالا شجار الطويلة فلم يجسر أَحَدٌ من المتقومين بعد ذلك المشي الي طبرستان.

(٣) عن الاصمعي قال دخلت البادية و اذا انا
بعجوز بين يديها شاة مقتولة والي جانبها جرو ذئب
فقالت الدري ما هذا ؟ فقلت لا ـ قالت هذا جرو ذئب
اخذناه صغيرا وادخلناه بيتنا ور بيناه فلماكبر فعل
بشاتي ما ترى ـ والشدت تقول شعراً.

قتلت شويهتي و فجعت قومي
و انت لشاتنا ابن ربيبُ *

غذيتَ بدرها و غدرت فيها
فمن انباك ان اباك ذئبُ *

اذا كان الطباع طباع سوءٍ
فلا ادبٌ يفيد ولا اديبُ *

و قريب من هذا قول القائل ـ و من يصنع المعروف
في غير اهله * يلاقي كما يلاقي مجير أم عامر *

## PERSIAN: TEXT-BOOKS AND GRAMMAR.

I. 1. Write: (a) The meanings in simple Persian of the fol-
lowing words and phrases:

طفره زدن ـ برخوردن ـ سر دماغ بودن ـ عيب ندارد ـ
دل بهم خوردن ـ كن فيكون ـ من واذني ـ سپر افكندن ـ
اعتاق ـ فلك حقه باز ـ هدي ـ قجور و قلان ـ سخن از
مائي و مني زدن ـ يورق رفتن ـ ضجور *

and use the first five words in simple sentences of your own.

(b) Quote half-a-dozen darri words used by نظامي in his works,

giving their meanings. (c) The Arabic plural or singular of the following words :

رای ـ وجہ ـ حیلہ ـ هوام ـ مواشي ـ زمان ـ قلل ـ
صور ـ عَلم ـ عِلم ـ الم ـ قاری ـ جرم (بالکسر) ـ جرم
(بالضم) ـ دواب ـ عندلیب ـ لواح ـ نواهي ـ خزائن ـ
عزیمت *

2. Name and define the اضافت used in the following :

سبحۀ زهد ـ جل خر ـ تیغ نگاه ـ هنگام بهار ـ دمت
حسرت ـ برف موي ـ بامداد پگاه ـ فرمودۀ روزگار *

II. Write an explanatory paraphrase of the following adding notes where necessary :

دماغ ما مبکر و حان تکلف بر نمي تابد
بود همچون صبا هر غنچۀ گل عطردان ما *

کسي داد محبت از کجا خواهد باین طالع
کہ برق رنگ گل برداشت از شاخ آشیان ما *

ندارد کشتن ما صرف رحمي کن بحال خود
چراغ خانۀ درد و غم است اي عشق جان ما *

چون توانم دید روي اوکہ در بزم از ادب
متصل چون شمع لرزد نور بینائي مرا *

صرف عشق خوش قدان گردید نقد اشك من
کرد مفلس عاقبت این خرج بالائي مرا *

از میم کارمید بلب ضعف کرد و ماند
چون دود شمع کشتۀ تصویر جان ما *

از مامتاره موختگان باغبان مرلج

باشد سپند موز چمن آشیان ما *

برخاك ما نه شمع فرمتاد و نی گلی

مردیم و میبد صاف نشد بد گمان ما *

مظهر زنك عشق نو مردیم همچو شمع

این زندگی نبود مناسب بشان ما *

دلبر چو توئی چون من رنگین مهنی را

بلبل چو منی همچو نو گل پیرهنی را *

فریاد ازین قوم که چون ماه محرم

بی زر نتوان دید رخ میم نی را *

کسی از شیشه مظهر جیغ برسر کی نوالد زد

قیامت میرزائیها است کز فرهاد می آید *

III. 1. Give a short account of any of the following writers:

مظهر ـ مسعلی ـ نظامی *

2. Briefly describe in simple Persian some of the customs of

آنش پرمتان alluded to by نظامی.    3. Give only the moral of the following stories:

حکایت نبرد آزما ـ کرگس وزغن ـ عابد بغیل ـ لقمان حکیم *

IV. Render the following into simple Persian, expanding all the metaphors:

(۱) من از فعلیت پرمیدم او ازکمیت جواب داد *

(۲) عباریکه از خلف وعده بدیل حمیت باز گردد از نحمل سخن از دواج باجبیت زیادهه امت *

(۳) خواني ديد كه عقد مرواريد دندان در درج دهان اومشقق شده ـ ورشتهٔ پروبن اسمان چون بنات النعش متفرق گشته *

(۴) وهم تصور كند كه ترياق الد ـ يا كليد خانهٔ ارزاق ـ مشتي متكبر مغرور ـ معجب نفور ـ سخن نگويند الا بشفاعت ـ ونظر نكنند الا بكراهت *

(۵) هر بيد قي كه برانده بدفع آن كوشيد مي ـ و هر شاهي كه بخواندي بفرزبن بپوشيد مي ـ تا نقد كيسهٔ همت در باخت ـ و تير جعبهٔ حجت هم بينداخت *

(۶) موجب دلتنگي نه نزل بلا است در حق ما ـ بلكه عموم شمول عنا است در حق رعايا ـ ازانكه چون جاسوس سمع از دهليز گوش قدم بيرون نهد نهمت گاه سينهٔ شاه از آه مظلوم بي انتباه ماند *

(۷) ازانجا كه حميت انسانيت بود عرق رجوليت در حركت آمد ـ و درياي باطن او از غايت غيرت موج بر آورد ـ و طوفان صلابت از تنور نهادش برجوشيد ـ وشعلهٔ آتش محبت از كانون سينهٔ او زباله زدن گرفت ـ از سر وجد و حالت گفت *

V. Relate in simple Persian the substance of either of the following:

1. فتح يافتن مكندر بردارا

2. فتح يافتن مكندر برزنگيان

VI. 1. What are the uses of ﻯ when affixed to words?

2. Name those مصادر in Persian which have مں or ش before

their مصادر علامت. Conjugate any four of these مصادر in

the future tense, passive voice. 3. State some rules for the inser-
tion and omission of the particle را as the sign of the accusative.

VII. Give instances of: 1. A subject in the singular taking a verb
in the plural and *vice versâ*. 2. The object emphatically placed
first. 3. The verb standing first in a sentence. 4. The nominative
put after the verb.

VIII. Translate into idiomatic Persian: 1. I could tell you if I
know. 2. If I had known, I could have told you. 3. The more
they searched, the loss they found. 4 He preferred to go on foot
rather than stay behind. 5. As a rule there are no made roads in
Persia. 6. I narrowly escaped falling into their hands. 7. Ansar
told me that he would go to Calcutta. 8. Would that I too had
been with them.

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TUESDAY, 2ND DECEMBER, 2 TO 5 P M.

PERSIAN: TRANSLATION.

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I. Translate into Persian :—

1. At length we reached the garden of wild beasts. The
beasts are separated from one another in special cages. There are
several interesting animals which we had not seen elsewhere. First,
the hippopotamus or river-horse which is a very curious animal.
There were three of them, one pair, male and female, with one young
cub born in this very place and already of considerable age. This
was standing out of the water, the full-grown ones being in the
water. People threw food into its mouth, which it opened like a
gateway. It had very rugged teeth and was of an enormous size.
Secondly, there was a monkey of great size and very repulsive in
appearance, it was exactly like a human being and more especially
had the hands and feet of a man. 2. We now rose, returned to the
carriage and drove to the residence of the Governor—a nice build-
ing where we waited a while in a room, as a light rain was falling.
Thence we went into a large hall, where breakfast was laid out on
tables. We took a seat and ate some fruit. The Governor drank
my health as a toast, after which the breakfast came to an end.
3. (*a*) We paid a visit of adieu to the Emperor. (*b*) We arose at
5 o'clock in the morning and had tea. (*c*) The train started at
12 noon precisely. (*d*) A man who has no interest cannot get on in
that department.

II. Translate into English :—

1. چون آواز شاه بگوش هما رسید در پای درخت
آمد و دست دعا برداشت وگفت ملکا پادشاها؛ نظم *

بحق آنکه و تاثیر صنع بے قلمی
هزار نقش بر آری ز فرش بوقلمون *

ز خاك صورت زیبا زآب در لطیف
ارادت تو نماید بامر کن فیکون *

بدان اثر که ازو یافت نه فلك جنبش
بدان نظر که ازو یافت چار طبع سکون *

که شهر یار جهان داد بخش را تو بده
سعادت دو جهانی و طالع میمون *

حاضران حضرت شاه را معلوم است که بعضه ما
بابن قوم با طناب کشید و بهیچ نوع فضیلت خود را
بعجهت قاطع اثبات نکر دند و بد لیل واضح در بیان
نیاور دند ۔ و مقرر شد که همهٔ ایشان بگزاف لاف مزیت
و فوقیت می زنند ۔ اگرچه از روی صورت افعال و
احوال خودرا معملی نهاده اند ۔ و از راه رسم وعادت
نقشی انگیختہ ۔ اما بر ضمیر منیر و خاطر خطیر شاه
پوشیده نیست که آن نا مسموع بود و در میزان تحقیق
وزنی نداشت ۔ توقع ما از کرم لطیف و لطف عمیم
شاه آنست که چون حقیقت ماجرا معلوم شود نگزارد
که از سر جهل خود را برما ترجیح نهند ۔ و در محکمهٔ
عدل و انصاف دعوای بیمعنی بکنند *

2. تو پیدا مکن راز دل بر کسے

کہ او خود بگوید بر ہر کسے *

جواہر بگنجید داران سپار

ولے راز را خویشتن پاسدار *

سخن تا نگوئی برو دست ہست

چو گفتہ شود یابد او بر تو دست *

سخن دیو بندی است در چاہ دل

بہالے کام و زبانش مہل *

توان باز دادن رہ نرہ دیو

ولے باز نتوان گرفتن بریو *

تو دانی کہ چون دیو رفت از قفس

نیاید بلا حول کس باز پس *

یکی طفل بردارد از رخش بند

نیاید بصد رستم اندر کمند *

مگو آنکہ گر برملا اوفتد

وجودی ازان در بلا اوفتد *

3. امروز باید برویم بسیاج ۔ صبح خیلی زود سر دست برخاستہ آمدیم بیرون سوار کالسکہ شدہ اول قدرے با کالسکہ را لدیم تا قوی دہ بعد ملاحظۂ پستی و بلندی راہ کہ کالسکہ براحت نمیرفت سوار اسب شدہ والدیم سوارۂ طرح قزاق و سائر سوارھا ھم امروز ھم در رکاب ماپودند ۔ قدریکہ رفتیم از یك سرازیری پائین رفتہ

وارد درہ شدیم کہ رود خانۂ غزل اوزن از میانش می
گذرد ۔ از جنوب میاید وبطرف شمال میرود تا داخل
رود خانۂ میانج می شود ۔ وسط درہ یك طاق نصرت
ساختہ بودند ۔ و جمعیت زیادی هم سر راہ ایستادہ
بودند ۔ چهار عرادۂ توپ نر پر کوهستانی هم حاضر کردہ
بودند ۔ مارا کہ دیدند شیپور کشیدہ بنائے شلیك توپ
گذاشتند *

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1. مندرجۂ ذیل الفاظ و فقرات کے معنے سلیس
اردو میں بتلاؤ: داد و دهش ۔ غدار ۔ غاشیہ بردار ۔
سماجت ۔ کائی ۔ کلاوہ ۔ بهونّاس ۔ جهمکا ۔ منجنیق ۔
اٹهائی گیرا ۔ معائنہ ۔ سر وعلن ۔ طرقوا ۔ کهرہ ۔ چشم
احول ۔ دل بهر آنا ۔ اوجهل هونا ۔ چهتّی کا دودھ یاد
آنا ۔ جهینکنا ۔ اینڈنا ۔ گیا هاتهی نکل اور رهگئی دم *
2. ان الفاظ کی جمع مکسر کیا هیں ؟ ملت ۔ قصر ۔
نور ۔ برج ۔ خادم ۔ غلام ۔ مزاج ۔ یتیم * 3. ان کے واحد
کیا هیں ؟ قلاع ۔ صور ۔ کائنات ۔ اسافل ۔ مدارج ۔
اساتذہ ۔ آرا ۔ عنادل * 4. الفاظ مندرجۂ ذیل مذکر
هیں یا مونّث اور ان قواعد کا بهی ذکر کرو جنہر انکی
تذکیر و تانیث مبنی هی : قبیل ۔ قبلہ گاہ ۔ شہر پناہ ۔
برسات ۔ مشتری ۔ بقر عید ۔ چهاپ ۔ اصلاح ۔ دفعہ ۔
چڑیا ۔ استعمال بالتماس ۔ ح ۔ ف ۔ ن ۔ م *

II. حل اشعار ذیل کرو:

اگر عدم میں نہو مائل فکر روزی کا
تو آب و دانہ کو لیکر گھر نہو پیدا *

نہیں میں طالب رزق آسمان سے کہ مجھے
یقین ہے کاسۂ واژون میں کچھ نہیں ہوتا *

نکل وطن سے ہے غربت میں زور کیفیت
کہ آب بہت ہے جبتک ہے تاک میں صہبا *

ہنر کو مفلسی ہرگز ضرر نہیں کہ نہیں
چنار کو تہی دستی سے نقص جوہر کا *

بلند ہمت اگر ہوں نہ زیر چرخ ضعیف
ہلال عید ہو عالم کا کیونکہ روزہ کشا *

جو ناتوان نہ کریں دستگیری دشمن
تو خار و خس نہ کرے شعلے کو کبھو برپا *

فتادگی میں یہ عزت ہے دیکھ اے سرکش
کہ لیک و بد لے کیا نقش پا کو راہ نما *

نکوئی جو کرے دنیا میں ہوؤے وہ پامال
بسان جادہ کسیکو تو راہ مت بتلا *

بنیگی زینت دنیا میں نہس شکل تری
لباس زر کو پہن کر نہو تو بوم طلا *

جفائے دہر کرے سنگدل کو نازک دل
بسے ہے شیشہ جہان میں گدازِ ہو خارا *

C—4

III. اشخاص و ابواب مندرجهٔ ذیل کا اجمالی حال
رقم ہو * میر ضاحك ـ مرزا فدوي ـ راجہ پرس سنگھ ـ
حسن رضا خان عبید زاكانی ـ زنبیل عمرو ـ شیخ
ڈونڈو ـ اگیا بتیال ـ اعجاز عصاے کلیم *

IV. 1. ضمیر "اپنا" کے استعمال کا قاعدہ بیان کرو *

2. وہ کونسے الفاظ ہیں جو چند الفاظ کے زیادہ کر نے
میں تبدیل پاتے ہیں اور ظرف زمان ـ مکان ـ سمت ـ
طور ـ تشبیہ اور مقدار کا فائدہ دیتے ہیں ؟ امکا جواب
نقشۂ ذیل کے مطابق تحریر ہو:

| زوائد * | تبدیل پاے والے حروف * | جسکافائدہ دیتے ہیں * | تبدیل کیفیت * |
|---|---|---|---|

3. متعدي بالواسطہ بناے کا قاعدہ نظیرین دیکر بتلاؤ ـ
الفاظ مندرجۂ ذیل کے متعدي بالواسطہ کیا ہیں ؟
چھونا ـ لینا ـ گانا ـ بولنا ـ پلنا ـ پیرنا ـ بیٹھنا ـ ٹوٹنا *

4. متعلقاتِ فعل کونسے ہیں ؟ کونسے افعال ہیں جنکے
مذکر و مونث یکساں ہیں * 5. صفت یا اسم مشتق
كي تکرار میں کیا فائدہ ہي ؟ مثال دیکر سمجھاؤ ؟

6. کس صورت میں علامت مفعول کا حذف جائز ہي ؟
نائب فاعل کے ساتھ "نے" کا استعمال جائز ہي کہ
نہیں ؟

V. 1. نظائر ذیل میں کس قسم كي اضافت پائي
جاتي ہي ؟ "پیروں کا میمنہ ـ جاڑے كي سردي ـ ہوا کا

گھوڑا ۔ مٹی کي ديوار ۔ ميرے قبلہ گاہ ۔ ميرے بھائي
کا چاقو *  .2 امثال ذيل ميں کس قسم کي لجميس
ہوگي ؟ سنگ و چنگ ؛ قلقل ۔ مرهم گئے ۔ بات و نبات ؛
لعل و لال ؛ بوس و توشہ *

VI. الفاظ و فقرات ذيل کي اصلاح کرو : .1 ثانيال ۔
منجش ۔ مومے زر ۔ گدگلي کرنا ۔ کرڈولا ۔ قمرق ۔
رحال ۔ دندوالے ۔ بھپکارا ۔ بچھاڑ ۔ اتکل متکل
انکھيان مچاني *  .2 (۱) مردوں نے مرغوں کو ديکھے
(۲) عورتيں سبق پڑھتي ہيں (۳) لڑکوں نے تختياں لکھے
(۴) انہوں نے مجھے اچھي طرح اصلاح بتا نہ سکي
(۵) وے تجارت کي اجناس خريدے تھے  (۶) ميں نے
کبھي يہ نہ سمجھا تھا کہ مجھے امتحان ميں روز سياہ
ديکھنا پڑيگا (۷) ايک خادم نے ميرے ہاتھ پکڑا اور
ميرے سے کہنے لگا (۸) ميں نے ان سے بولا ميں بھي
انکے سائھ چلونگا *

VII. آغاز سرما پر مضمون لکھو جس ميں امتحان کا
قرب ۔ حفظ صحت کي ضرورت ۔ تغير موسم کي تاخير
اور خواندگي کا وقت مشرح و مدلل درج ہو *

VIII. اسکا ترجمہ بامحاورہ اردو ميں کرو :

1. You have escaped but you might have been killed.
2. Would that I had not left them behind. 3. What do you think
about it? 4. God knows what their state might have been.
5. Enough! go on with thy work. 6. He did whatever they told
him. 7. No one falls into a well of his own accord. 8. He walks
lame.

## HINDUSTANI: TRANSLATION.

I. Translate into Hindustani :—

1. An Arab chieftain, one of the most powerful of the princes of the desert, had come to behold for the first time a steam-ship. Much attention was paid to him, and every facility afforded for his inspection of every part of the vessel. What impression the sight made on him it was impossible to judge. No indications of surprise escaped him ; every muscle preserved its wonted calmness of expression ; and on quitting, he merely observed, "It is well ; but you have not brought a man to life yet !" 2. I saw the snake coiled up in his den. I advanced towards him stealthily, and with my lance struck him behind the neck and fixed him to the ground. That moment the negro next to me seized the lance and held it firm in its place, while I hastened to get hold of the reptile's tail before he could do any mischief. We had a sharp encounter in the den, each party struggling for superiority. I called out to the second negro to throw himself upon me, as I found I was not heavy enough. He did so, and his additional weight was of great service. I had now got firm hold of his tail, and after a violent struggle or two he gave in, finding himself overpowered. This was the moment to secure him. So while the first negro continued to hold the lance firm to the ground, and the other was helping me, I contrived to tie up the snake's mouth. The snake measured fourteen feet, and was of great thickness. We contrived to make him twist himself round the shaft of the lance, and then prepared to convey him out of the forest. I stood at his head and held it firm under my arm, one negro supported the body, and the other the tail. In this order we began to move slowly towards home, and reached it after resting ten times. 3. Speech is the gift of all, but thought of few. 4. He knows the water best who has waded through it. 5. Experience without learning is better than learning without experience. 6. As rust corrupts iron, so envy corrupts man. 7. The assassin inflicts death but once, the calumniator a thousand times. 8. The boughs that bear most hang lowest.

II. Translate into English:—

١. كسي بهولے هوے كو راہ گمراهي ميں بخشايش
الهي لے چراغ توفيق كا دكهايا كہ وہ حلقے ميں صاحبان
تعليق كے در آيا ۔ درويشوں كي صحبت كي بركت مے
اور الكے نفس پاكيزہ كي صداقت مے اخلاق زبوں اسكے
اوصاف حميدہ ,ہ مبدل هوے ۔ دامن حرص و هوا مے

هاتھ اس نے اٹھایا ۔ اور جامہ قناعت کا امکے جسم
میں نہایت ٹھیك آیا ۔ لیکن زبان طعن زنوں كی اسكے
حق میں ویسی ھی دراز تھی ۔ اور چشم عیب بینوں
كی بدمستور سابق باز ۔ کہ ابتلك چال ڈھال اسكی امی
طور پر ھی ۔ اور یہ زہد و صلاح نہایت نامعتبر ۔ بیت *

عذاب حق میں رھائی سبب میں توبہ کے ھو

زبان خلق میں لیکن نہایت مشکل ھی *

غرض زبان خلق میں تنگ ھوكرپیرطریقت کے حضور
آیا اور گلہ کرنے لگا ۔ شیخ اس ماجرے کو سنكر آبدیدہ
ھوا اور بولا کہ شکر اس نعمت کا ترك متكر کہ جیسا
وے تجھے گمان کرتے ھیں تو اس میں ھی بہتر ۔ نظم *

کب تلك غماز و حاسد کا گلہ

یہ کہ مجھہ مسکین کے ھیں سب عیب جو *

قتل کرنے کو میرے اٹھتے ھیں گاہ

بیٹھہ کر کہتے ھیں بد مجھکو کبھو *

ای خوشا تو نیك ھو اور بد کہیں

وہ برا ۔ تو بد ھو اور جاہیں نکو *

واے برحالت ھی میرے کہ حسن ظن سمبھوں کا

میرے حق میں بکمال ھی اور میں بزوال ۔ قطع *

در توئے کیا ھی اسلئے بند

لا دیکھے نہ تیرے ھر کوئی عیب *

کیا فائدہ اس میں ۔ جانتا ھی

پنہان کو نہان کو عالم الغیب *

2. چهرۂ مهروش هي ايك ۔ سنبل مشكفام دو
حسن بتان كے دور مين هي مہرا ايك شام دو *
پهينكے هي منجنيق چرخ ٹاك كے سنگ ثقرہ
بيٹهكر ايكدم كهين هرو ٻن جو همكلام دو *
كهتي هي مجه سے مغفرت هوويگي خوب يہ غزل
همراہ نعت و منقبت گر امے انصرام دو *
مثل زبان خامہ هين گر نبي و امام دو
معنے تو ان مين ايك هين گو كہ هوے بنام دو *
هونے لدے غروب ايك بہر نماز مہر كو
ايك كرے اشارے سے قرص مہ تمام دو *
انكے طواف روضہ كو پهنچے كبهو نہ جبرئيل
ركه كے زمين پہ ايك گام تا نہ كرے سلام دو *

3. جب تم يهان مے غلہ مول لينے كو گئے تهے ۔
تو اس وقت بهاؤ تيز تها ۔ اب بازار مندا هي ۔ بهاؤ
مستا هوتا جاتا هي ۔ وهان غلہ خريدو تو سمجه بوجه
سوچ بچار كر لينا ۔ هنڈي بهاڑے كا بهي دهيان ركهنا ۔
ايسا نهو ۔ لينے كے دينے پڑ جاوين ۔ روٹي يهان مهنگي
هوتي جالي هي ۔ كهري چوكهي روٹي ديڑه مير بكتي
هي ۔ اور كچه نرمي پونے دو مير آد پاؤ كم دو مير ۔
اگر روٹي هاته آوے ۔ تو جتني هوسكے لے لينا ۔ هلدي
بهي يهان تين مير كي بكتي هي ۔ اس مين كچه فائدہ
ديكهو تو دمن بيس روپئي كي ليتے آنا ۔ فقط *

TUESDAY, 2ND DECEMBER, 10 A.M. TO 1 P.M.
MARATHI: TEXT-BOOKS AND GRAMMAR.

I. 1. जो पाहें सदसद्विचार हृदयीं, जोपा जनांची करी ।
जो पावे समयीं विशेष गणिला जो पावनांभीतरीं ॥

तोपा जो सकळां द्विजां सुमतिचा तोपा सदा लाभतो ।
कोपातें न धरीच तो नळ मही गोपायिता शोभतो ॥

कदा नेणो वोढी शरधिंतुनि काढी शर कदा ।
कदा धन्वीं जोडी वरिवरिहि सोडी तरि कदा ॥

विपक्षाच्या वक्षावरि विवरलक्षास्तव रणीं ।
कळे राजेंद्राची त्वरित शरसंधानकरणी ॥

जो धैर्यें धरसा सहस्त्रकरसा तेजें तमा दूरसा ।
जो रत्नाकरसा गभीर शिरसा भूपां यशोहारसा ॥

ज्ञाता जो भरसावला नवरसां माझारि शृंगारसा ।
शोभे तामरसाक्ष तो नळ रसानाथ स्तवूं फारसा ॥

2. सकळभुवनललामायमाना ।
मानाधिकविभवधनिकसदनशतविराजमाना ।
कलशजनितमुनिचकितजलधिशरणातिविस्तृतपरिखांतरी
पायमाना । चंद्रशालाविजितसुरविमाना ।
ऐसीं कुंडिननामधेयनगरी राजहंसें पाहिली ॥

नळराजकथा सुधाचि साजे ।
दमयंती वरवर्णिनी विराजे ॥

मिळणी उभयासि होय जेथें ।
अधिकारीं अधिकानुराग तेथें ॥

अमृतहीं पयहीं ह्मणवीतसे ।
उभय होय तसी रुचि वीतसे ॥

मधुर सारस तें जल गा तसें ।
मधुरसारस यास्तव गातसे ॥

पीतां मरंद उदरंभरबंभराचें ।
जें होय मंदिरहि सुंदर इंदिरेचें ॥

जें पद्म तैथिल सहस्त्र दळां धरीतें ।
प्रत्यक्ष सूर्यकिरणांस विसाववीतें ॥

या कवितांचा स्पष्टरीतीनें अर्थ सांगा.

३. मी जाण देवनळहीं सकरीं धरया ।
सांगेन काय चतुरा मज लाज जाया ॥

काळें करूनि सुख जो बरि होय लेखीं ।
हें बोलणें खग मनीं उभयार्थ लेखी ॥

या कवितेचा अर्थ जितक्या तऱ्हांनीं देणें शक्य
असेल तितक्या तऱ्हांनीं स्पष्टरीतीनें द्या.

II. 1. ' आलों महीवर फिराद अशी कराया'; ' न वरि तरि अह्मांसी मूढ तें काय कीजें'; ' हें वामनेंकपद भूमि नसोनि जंघी ';—हें ज्या श्लोकांचे चरण असतील त्यांचा भावार्थ स्पष्टरीतीनें द्या.

२. पंतजननिसाम्यातें कविसू विरलाच पावती प्रसवें ।
जासी सोडुनि एकटी कुणिकडे सोनें प्रिये सुंदरे ।
संगें घेउन मावळे नवशीके तो म्लेंछ जिंकीतसें ।
शास्त्री होउनियां सभेंत मिरवे, न्यायासनीं तो बसें ।
शाहूच्या सुमना पसंत पडुनी ती पेशवा होतसें ।
करवें अशिव हें मला शिव असोनि भर्ती शिवें ? ।
माधव गरीब साधा ; मानी मज तात, तुज गणी माय, ।

चिमुकला सरदार निघे रणा । या वाक्यांचा पूर्वाप-रसंबंध थोडक्यांत देऊन तीं कोणाविषयीं आहेत हें सांगा.

३. ' स्वदेशाभिमाना ', ' विधुरविलाप ', ' देवसेनी ', ' महा-राष्ट्रजनविलाप ', व ' गंगावर्णना '—यांच्या कर्त्यांचीं नांवें द्या.

III. 1. चौगुणीनें जरि पूर्ण शीतभानू ; जो पवनसंगतिची सवे घे ; हेलावला नळ पयोधि दयारसाचा ; भरोनि पहिला रस पूर्ण केली ; छाया नियेसि दुसरी तिसरी वनाळी ; फणीतें फगफगी ; वंदी तुमच्या पदास तुमचाच अंशी ; मिळाला ती दर्शनाद्यमेवा'; कधीं चंद्र येतो रवीच्या घराला ; उद्योग पंगु

परंतु दैवचि प्रधान ; धनाचीचि कांता   धनाचेंचि पुत्र ; ताईंत
मानी गळ्याचा ;—यांवर टीपा देऊन यांचा अर्थ स्पष्ट करा.
२.  होतील नंदनविलास जयास तोही ; भीमकी हेंचि झाली ;
कुवरुयाला चंद्र जैसा ;  हंसा तुझा उदय होय ; औषध नलगे
मजला ; यांत ज्या शब्दांखालीं रेघ ओढली आहे त्या  श्लिष्ट प-
दांचे दोन्ही अर्थ द्या.  ३. ' सरोगबंधु, ' ' सुत तेजीतुरगींचे, '
' कामारीस नगाधिराजतनया ' ' कांचह्मणोनि उदकांत पडें '—
या संबंधाच्या पौराणिककथा संक्षेपानें लिहा.

IV. १. ' सुभाषित ' ह्मणजे काय ? याचें एक उदाहरण नल-
दमयन्तीस्वयंवराख्यानांतून द्या.  २ नळराजाच्या यशाला कोण-
त्या पदार्थांची उपमा देंतां  येत नाहीं  व तीं कां हें सांगा.
३.  दीपावळीस मातेंची उपमा कशी साजतें ?   ४. ज्ञानी  कोण
ह्मणावा ?  धनवंत कोणता जन ?  कानाचा घड ऐसा  कोण ?
डोळस कोण ? वक्ता कोण ह्मणावा ?  खरा शूर कोण ?  कोण
सुखी ?—या  प्रश्नांचीं  उत्तरें लिहा. . ५. गोसावी व बैरागी
यांतील भेद  सांगा.  ६. देवसेनी व जयसेन यांची भेट कशी
घडून आली तें सांगा.  ७. मालिनी व द्रुतविलंबित या वृत्ता-
चें लक्षण व उदाहरण द्या.

V. १. परब्रह्म, परमात्मा, लक्ष्यांश, अध्यात्मविद्या, सायुज्यमुक्ति,
हिरण्यगर्भ, महाकारण, अव्याकृत मूळप्रकृति, यांचा अर्थ सांगा.

२. दासांनीं वर्णिलेल्या निःपृहलक्षणांचा व कविल्वलक्षणांचा थोडक्यांत सारांश द्या. ३. भाऊसाहेब, दादासाहेब, रावसाहेब, सवाईरावसाहेब, ह्मैसुरचा वाघ, मराठा म्याकिवेल, नवकोटना- रायण, साडेतीनशहाणे, बोरभाई, लाटसाहेब,—हीं कोणांचीं नांवें होतीं व तीं पडण्याचें कारण काय होतें तें सांगा. ४. नाना- फडनवीसाचें पुण्यांतील लोकांवर विशेष वजन होतें या संबं- धाची आख्यायिका द्या. ५. मोळ्यांच्या तुह्माची गोष्ट सांगून थोरल्या माधवरावाच्या कोणत्या तीन इच्छा पूर्ण झाल्या नाहींत व त्या मग कोणाच्या हातून पूर्ण झाल्या तें सांगा.

VI. १. नानाफडनविसाचे पूर्वज कोठलें राहणारे होतें, २. त्यांच्या घराण्याचें नांव काय होतें, ३. त्यांच्या आज्याचें, बापाचें व आईचें नांव काय होतें, ४. त्यांचें खरें नांव काय होतें, ५. त्यांचा जन्मशक कोणता, ६. त्यांनीं लग्नें किती केलीं, ७. त्यांस किती अपत्यें झालीं, ८. त्यांच्या आईचा शेवट कसा झाला, ९. त्यांस मरण केव्हां आलें व कसें आलें, १०. त्यांची अंगाची ठेवण कशी होती व स्वभाव कसा होता— या विषयांची माहिती थोडक्यांत सांगा.

VII. १. डोळ्यांत धूळ टाकणें, फांटा देणें, पाण्यांत पाहणें, शुक्लकाष्ठ लावणें, काव्यानें कांटा काढणें, एलगार करणें, भिजत पाडणें, व कानीं डोळा करणें—यांचा अर्थ सांगून वाक्यांत

उपयोग करुन दाखवा. २. बाजीगरी, सिंतरु, गळंगा, थोतांड, बराडी, लोंदपणा, ओडगस्त, बुणगें—यांचा अर्थ सांगा.

VIII. 1. ' उत्प्रेक्षा ' अथवा ' व्यतिरेक ' यांचें लक्षण देऊन त्याचें नलोपाव्यानातलें एक उदाहरण द्या. २. ' आपण ' याचा उपयोग किती रीतींनीं करतात तें उदाहरणांनीं स्पष्ट करुन दाखवा. ३. आवृत्तिवाचक विशेषणें म्हणजे काय व तीं कसीं सिद्ध होतात तें सांगा. ४. सिद्ध संख्याशविशेषणांचीं ३ उदाहरणें द्या. ५. गौणक्रियापदांची उदाहरणांसहित व्याख्या द्या. ६. उभयान्वयीअव्ययांचे सर्व भेद उदाहरणांसहित सांगा. ७. हृदयाब्जसूर्य, नवप्रसव, विततशाला—या सामासिकपदांचा विग्रह करुन समासांचीं नांवें सांगा. ८. साहित्यार्थीं तृतीया व करणार्थीं सप्तमी यांची उदाहरणें द्या. ९. इंदुमुख व मुखेंदु यांतील फरक सांगा.

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TUESDAY, 2ND DECEMBER, 2 TO 5 P.M.
MARATHI: TRANSLATION.

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I. Translate into Marathi : [See Hindustani Translation paper, page 40.]

II. Translate into English :—

1. हस्तीतें धुतलें जळीं बसविलें मालिन्यहीं नाशिलें ।
तेणें तें पहिलें स्वकर्म वहिलें तीरींच आरंभिलें ॥

शुंडाग्रें धरिलें धुळीस भरिलें सर्वांगहीं आपलें ।
प्रायश्चित्त दिलें तथापि न मलें ज्यांचें मन क्षोभलें ॥

शर्वकंठविषगर्वे हराया . । शक्त नामचि तुझें रघुराया ॥
सेतुसागर कपी उतराया । नामसेतु भवसिंधु तराया ॥
ज्याचें शंभुखयंभुप्रभृतिसुर यश प्रार्थिती पूत नाकीं ।
ल्या रामें ताटिका ती जशि तशि अथवा माधवें पूतनाकी ॥
सद्बोधानें अविद्या जसि तसिच महाभीतिदा विप्रकन्या ।
जी उग्रा विष्णुचक्रें लरित निवडिली ती तदा विप्रकन्या ॥

मला निरखितां भवचरणकन्यका आपगा ।
ह्राणे अगद्द ऐकिलें हि न कधीं असें पापगा ॥
कर श्रवणिं ठेविते, नुघडि नेत्र, घे भीतिला ।
न घालिन भिडें स मी जरिरिहि कार्यलोभी तिला ॥

२. आप आळोन पृथ्वी झाली । पुनः आपींच विराली ।
अग्नियोगें भस्म झाली । ह्राणोनिया ॥ आप झालें तेजापासूनी ।
पुढें तेजें घेतलें शोषूनी । तें तेज झालें वायुचेनी । पुढें
वायु झडपी ॥ वायुगगनीं निर्मांण झाला । पुढें गगनींच
विराला । ऐसें खाजणी भाजणीला । बरें पाहा ॥ जें जेथें
निर्मांण होतें । तें तेथें लया जातें । येणें रीती पंचभूतें ।
नाशपावती ॥ भूत ह्राणिजे निर्मांण झालें । पुनः मागुतें नि-
मालें । पुढें शाश्वत उरलें । परब्रह्म तें ॥ पूर्वपक्ष ह्राणजे झालें ॥
सिद्धांत ह्रागजे निमालें । पक्षातीत जें संचलें । परब्रह्म तें ॥
हें प्रतीतीनें जाणावें । विचारें खुणेसि बाणावें । विचारें- ॥

विण शिणावें । तेंचि मूर्खपण ॥ विशेष मायेचें निरसन । होतां आत्मनिवेदन । वाच्यांश नाहीं विज्ञान । कैसें जाणावें ॥ लोकांचें बोलीं जो लागला । तो अनुमानेंचि बुडाला । याकारणें प्रलयाला । पाहिलेंचि पाहवें ॥ ४. औरंगजेब बादशहानें एक दिवस दानधर्म करण्यासाठीं देशांतील सर्व फकिरांस जमवून त्यांच्या पंक्तीचा आपणास लाभ घडावा, अशी इच्छा प्रदर्शित केली. पंक्तीचा बेत एका विस्तृत पटांगणांत केला असून भोजनाचाही बेत आलेल्या फकीरांस साजेसा होता. जेवण झाल्यावर बादशहानें नवे कपडे आणविले व फकिरांस ह्मणाला कीं, तुह्मी आंगावर चिंध्या घालाव्या हें मला पाहवत नाहीं. हें ऐकून ते अगदीं विस्मित होऊन गेलें, व आपण स्वीकारलेल्या फकिरीस हें साजत नाहीं अशा सबबीवर त्यांनीं आपले फाटके कपडे टाकून देण्याचें नाकारलें पण फकीरांनीं भिक्षेच्या द्वारानें व दुसऱ्या अनेक युक्त्यांनीं मिळविलेलें धन त्या चिंध्यांत लपविलेलें आहे, हें बादशहास माहीत होतें; ह्मणून हा त्यांचा नकार अर्थातच त्यास कबूल झाला नाहीं. शेवटीं फकीरांनीं आपलें जुनें कपडे देऊन नवे घेतलें, व बादशहानें त्या रकट्यांची रास करून ती पेटवून दिली; त्यांच्या राखेंतून जें सोनें निघालें तें अनेक लढायांच्या खर्चास पुरेल इतकें होतें !

TUESDAY, 2ND DECEMBER, 10 A.M. TO 1 P.M.
TAMIL: TEXT-BOOKS AND GRAMMAR.

I. மண்டலவேந்தனெம்மட்டைந்தை மங்கலம்
கண்டது நீங்கடாங்கண்டிலாசதந்
திண்டிறலிறொருதேவராஜிய
மூண்டெனமதித்தவனுரைப்பதாயினென்
அண்டர்நாயகன் வரமளித்தநாளையில்
வண்டணிகுழலியோடித்தடங்கலங்
கண்டவர்பதியிவட்டென்றகட்டரை
யுண்டஃதன்றிவேறுண்டு சேட்டிரால்
மஞ்சனச்சடை யினுன்வரதநில்வந்தநாள்
கஞ்சனநீழலிற் காண்பதன்றியே
அஞ்சனக்கண்ணிக்குமங்கைக்கெய்திடா
தெஞ்சலில்யாவருமியானுங்கேட்டிலேம்.

1. தன்மை முன்னிலே கலவாமல் படர்க்கையிடத்தில்
இதற்குப் பொழிப்புரை யெழுதுக. 2. கோடிட்ட சொற்களுக்
குச் சொல்லிலக்கணங் கூறுக (parse). 3. மோனையாவெதென்ன?
முதல்வரியின் மோனையை யெடுத்துக் காட்டுக.

II. அருத்தியினிலனென்றுமனளித்ததுமிலனென்றப்பா
 லுரைத்திலனுச்சாலவுலுமேற்கின்றானும்
வருத்துறவிலனென்றுமைவழங்கிடவரைவில்செல்வம்
பொருத்ததுமொன்றினென்றுபுகழ்மிகவிளங்கிநிற்கும்

1. இதன் கருத்தை விளங்கவுரைக்க. 2. விளங்கிநிற்
கும்: உறுப்பிலக்கணம் வேண்டும்.

III. 1. வித்துவக் கோட்டம்மான . பதிகத்தில் குலசேகரர்
விண்ணப்பஞ் செய்கிற.விஷய மென்ன? 2. குயிற்பத்தில் மா
னிக்கவாசகருடைய சரித்திரக் குறிப்பு ஏதேனும் புலப்படுகின்
றதா? எடுத்துக் காட்டுக. 3. "பொல்லாக் குணத்துக்கு நல்ல
மருந்துண்டா" என்பதை நாராயண பாரதியார் எங்ஙனம் விரி
த்துரைத்தனர்? 4. ஈயாமனிதருக்குப் பட்டினத்தடிகள் காட்
டிய உவமைகளென்ன?

IV. 1. பின் வருபவைகளுக்கு அர்த்தமெழுதுக :—(a) தாமம்-
தூபம்-சுவடி - பேனம் - கடம் - கூபம் - வாரி-தாலம், (b) அஸ்த
லாகவம்-ஆசுகவி-ஆயுதபாணி-சுசாதி மித்திரத்துவம்-விசுவாச
காதம் - தாராஞத்தம் - பாணிக்கிரகணம் - விபரீதபாஷணம்.

2. காலன்-பரமபதம் - மரவுரி - தபோதனன் : சொற்பொருளெ
ன்ன? 3. கா-கோ-மா-அரவம் ; இவ்விரண்டு பொருளெழுதுக.
4. அடிமுதல் முடிவரை - சடல் கடைதல் - கடைக்கண் - கூப்பி
யகை - நீரிலுறையும் பிராணி - புன்னகை : இவற்றுக்கு நேரான
வடசொற்றொடர் எழுதுக. 5. அபேகைூ - ஆனந்தபாஷ்பப்-
கோலம்-தண்ணீர்-மந்சஹாரசம்-மித்திரன் : எதிர்மொழி வேண்
டம். 6. இரப்பு - இறப்பு : கரத்தல் - கறத்தல் : கவர்ச்சி-கவற்சி :
அவர்க்கு - அவற்கு : இவைகளில் வேறுபாடென்ன ?

V. 1. இருதலைக்கொள்ளி யெறும்பு.    2. மாரிவார்க்கீதல்
பொலிகடன்.   3. உப்மை பஹாராஜா துறந்தேனென்றூர்.
4. உம்மிடத்தில் வழிப்படைகை உடையேம்.   5. வீந்தவரேறு மீண்
டவரல்ல திருந்தவர் யாரே.   6. இவன் போர்க்களத்தின் மூன்
காயம் வாங்கின சூரன்.   7. அவரே உன் பிசாவாகிய பஹாரா
சன் சிசையே நாஞுசலாா் சுகமாய்ப் போய்வா.   8. தெண்சடல்
வளாகம் பொதுமையின்றி, வெண்குடை நிழற்றிய வொருமை
யோர்.   (a) சந்தர்ப்பத்தை அநுசரித்து இவற்றின் பொருளூ
விளக்க.   (b) ஏகாரங்களின் பொருளென்ன ? (c) பொலிகடன்
போர்க்களம் - கடல் வளாகம் - பொதுநோக்கு : ஒதொடரிலக்
கண மெழுத.

VI. 1. அரிச்சந்திர புராணத்தில் உதகரித்திருக்கும் பழ
மொழிகளில் இரண்டைச் சந்தர்ப்ப சகிதமாய் எடுத்தெழுதுக.
2. விசுவாமித்திரர் அரசியலே மேற்கொண்ட பிறகு அயோத்தி
யில் உண்டான வேறுபாடெகளெவை? 3. சிங்கம் - தேனீ - அன்
றில் - தங்கம் : இவற்றின் சுபாவ லகூணம் மென்ன ? 4. இலகூ
மணனுடைய குணதிசயங்கூள ஐந்து வரியில் விவரிக்க.
5. "மூன்றொரு புத்திசாலி உத்தமனுக்கு——,சுரனுக்கு——,
காரியகாரனுக்கு——,ஈடானவனுக்கு——, செய்தாற்போலச்
செய்யவேண்டம்".   விடுபட்டசொற்கூள   வைத்தெழுதுக.
6. மேல் 5-ல் குறித்த சதையை விளக்கமாக ஒரு பக்கத்தில் எழு
துக.

VII. 1. (a) வா என்பதனடியாக மூக்காலத்திலும் i-பெயரெச்
சமும் ii-வினேயெச்சமும்; (b) மூயல் என்பதனடியாக i-தன்
மை யொருமை ii-மூன்னிலேப்பன்மை மூக்காலமுற்றும் ;
(c) மந்தரம் - நெடுமை - அறிவு-குணம் : இவற்றினடியாக ஆண்
பாற் பெயரும்; (d) கவளம் - சித்திரம் - கடைக்கண் - சால் :
இவற்றினடியாக ஆண்பால் வினேயாலணேயும் பெயரும்;

(e) சாக்காடு – கூட்டரவு : இவற்றின் விகுதியும் ; (f) தகூஷ்புத்
திரி-விதேகன் மகன் : இவற்றுக்கு ஒவ்வொரு மொழியும் தருக.

2. " நீர் எங்காட்டிலிருக்கிநீர் ". இதற்கு இரண்டெவிதமாகப்
பொருளெழுதி அதத்ற்கிசையச் சந்தியிலக்கணங் கூறுக.

3. " நான் காட்டுமார்க்கமாய் வரும்போது சிங்கம் கர்ச்சிப்பதை
யும் களிறுகள்——நரி——பன்றி——எருதுகள்——சர்ப்பங்
கள்——கேட்டு நடு நடுங்கினேன் ". பொருத்தமான சொற்களை
அமைக்க.

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TUESDAY, 2ND DECEMBER, 2 TO 5 P.M.
TAMIL: TRANSLATION.

I. Translate into Tamil: [See Hindustani Translation paper,
page 40.]

II. Translate into English :—

1. (a) நன்றி மறப்பது நன்றன்று நன்றல்ல
தன்றே மறப்பது நன்று.

(b) மன்னனு மாசறக் கற்றேனுஞ் சீர்தூக்கின்
மன்னனிற் கற்றேன் சிறப்புடையன்—மன்னற்
[குத்
தன்றேய மல்லாற் சிறப்பில்ல கற்றேற்குச்
சென்றவிட மெல்லாஞ் சிறப்பு.

(c) காசில்லானைக் காலா லுதைவர் ;
காசுள்ளானைக் கையெடுத்தடியேன்
தாசனென்று தாங்கும்பிவர் ;
இதுவேயுலகத் தியற்சையாகும்.

2. (a) கொட்டிக்கொட்டி யளந்தாலுங் குறுணி பதக்கா
[காது.

(b) அள்ளாமற் குறையாது, சொல்லாமற் பிறவாது.

(c) கைக்கெட்டியது வாய்க்கெட்டவில்லை.

(d) சாகத் துணிந்தவனுக்குச் சமுத்திரம் மூழங்கால்.

3. (a) அவன் அடிக்கடி அங்கே வட்டமிடுகின்றுன் ;
அதன் கருத்துத் தெளிவாகப் புலப்படவில்லை. (b) அதிகார
மூண்டாளுற் சரியாக உபயோகி ; அற்புனப்போல் அரையிர

விற் குடைவிரியாதே. (c) மிஞ்சிப் போனதற்கு அஞ்சிக்
கலங்காதே. போனது போக, இருப்பதை நன்கு செய்.
4. (a) யான் என்னென்னவோ நிஇனத்தேன்; என்னென்னவோ
செய்தேன்; எப்படியோ இந்நிஇலைமைக்கு வந்துவிட்டேன்.
என்இனச்சூழ நாற்புறத்திஇனுந் தீ விஇளைந்துகொண்டது. எனக்
குப் பெரும்பற்றுக் கோடாயிருந்தவரும் உயிர் துறந்தார். (b)
பிறரைப்படைத்திய பாடெல்லா மல்லவோ உன்இன இந்த நீர்ப்
பாக்கிய நிஇலக்குக் கொண்வந்து விட்டன?—சூரியன்முன்
இருள் நிற்குமோ? தீயைச் சருகு அவிக்குமோ? வயிரக்கல்
ஊச் செல்லரிக்குமோ? குற்றம் குணத்தை வெல்லுமோ?—எப்
பொழுதும் எவ்விடத்தும் நன்மையே வெல்லும்; தீமையே
அழியும். (c) ஒருநாட் புத்ததேவர் மகத தேசத்தை யடைந்து
ஆங்குள்ளதோர் காட்டிற் புகுந்தார். அக்காட்டில் ஒரு வே
டன் கட்டிய வஇலையில் மானொன்று சிக்குண்டு வருந்திற்று.
அது கண்டு இரக்கமுற்ற புத்தர் அதஇன வஇலயினின்றும் விடு
வித்துவிட்டச் சென்று ஒரு மரத்தடியிலே தியானத்தில் வீற்றி
ருந்தார். அப்பொழுது, அவ்வேடன் தான் அகப்படைத்திய
மாஇனத் தேவர் விடுவித்தது தெரிந்து கோபங்கொண்டு அவ
ரைக் கொல்லவந்தான்; வந்தவன் அவருடைய மகிஇமையால்
தடையுண்டு நின்று விட்டான். சிறிது பொழுதுசென்றபின்,
அவர் அவஇனப்பார்த்துக் கூறிய இன்சொற்களால், அவ்வேட
னும் அவனுடைய குடும்பத்தாரும் தீயவை ஒழிந்து நல்லவை
செய்வாராயினர்.

TUESDAY, 2ND DECEMBER, 10 A.M. TO 1 P.M.

## TELUGU: TEXT-BOOKS AND GRAMMAR.

I. 1. కురంగేశ్వరవర్తకచరిత్ర మేకథ ననుసరించి (వాయబడి
నది? దాని నింగ్లీషున నాటకరూపమునఁ జేసినమహాకవి యెవఁవు?

2. పంచతంత్రమును, కుచేలోపాఖ్యానమును, మీరు చదివిన
(గంథకర్తలు కాక మతీ యెవ్వరు కూడ రచియించిరి?

3. ఆహల్యాబాయి యేతరగతిపు స్తకములలోఁ జేరినది? (ప్రథ
మమునఁ దెనుగున రచియింపబడిన యిట్టివచన కావ్య మేది?

II. ఈ క్రిందిపద్యములకు మీమాటలతో దండాన్వయము (వ్రా
యుడు:—

1. అమఘనిరాఘకేంద్రియము లన్నియు నప్రతిమానబుద్ధియుం.
బ్రమదిత వాక్యపద్ధతియు బాయక తొల్లిటివే మనుష్యుడ
ర్ధముc జెడcబొనెనేనియును దప్పదు మన్నిటినామమైన జి
త్రము క్షణమాత్రరూపు వికృతం బగు వానికి ఘోరభంగిరయె.

2. సంతోషమృత తృప్తి నూదినమదిర్ శాంతాత్తులైనట్టి ని
శ్చింతు ల్లాంతురు నిత్య సౌఖ్యమహిమల్ సిద్ధంబు సంస క్తి న
త్యంత క్లేశగతాగతక్రభ్రమణదుర్వార్యాహారమోహకుల
స్వాంతు ల్లానcగ నేర్ప రవ్విధము లేశంబుల్ వృథాయాసతర్.

3. కలలోనం దను ము న్నెఉంగనిమహాకష్టాత్తుర్ దైనట్టిదు
ర్భలు లాపత్సమయంబున న్నిజపదాబ్జాతంబు లల్లబులోc
దలపం దోడనెమెచ్చి యా ర్తిహరుండై త న్నైననిచ్చు న్సని
శ్చలభ క్తిర్ భజియించువారి కిడcడే సంపద్వి శేషోన్నతుల్.

III. 1. చరణములు వడంకు భీతిం
బరవశ మా నొడలు రాలుపడు సెలయ గాహ
మరణమున నెట్టి చిహ్నము
లరయర్ యాచకుండు దాల్చు నాచిహ్నములర్.

యాచకులకుc గలుగు నన్నమరణచిహ్నములలో మీపుస్తక
మున జెప్పcబడినవానికిని వీనికిని వ్యత్యాసమేమైన నున్నదా ?

2. " రోగి యుc జిరప్రవాసియుc బరాన్నభోక్తయుc బర
గృహశాయియు జీవన్మృతులు " అని పేటోక పంచతంత్రములో
నున్నది. మీపుస్తకములో నిందేది విడువబడి యున్నది ?

3. చుట్టము లేని............ సూసుడు లేని............
కూన్యములు—ఇందు విడువబడిన భాగములను ఛందోభంగము కలుగ
కుండునట్లు పూరింపుcడు.

IV. 1. వల్రచ్చకపోవుట్టాండె—'వ్రచ్చుక ' అనుదానికి సాధు
రూప మెట్లుందును? 2. తగ నెగ్గులు చేసెనే విధాత్యం దనిర్—విధా

తృం డనుదానికి రూపాంతర మేది ? ఏఱుకారాంతపదముల కిట్టి రూపములు వచ్చును ? 8. మహాటవీ సమత్కటపరీషిత నొందితిరి గావున శిష్యులు మాఱుణంబు నీగట కిది కారణంబు—ఇచట శిష్యులు అనునది సంబోధన ప్రథమ యగునా ? కాదా ? అయినన్ వో నారగాగమము లోపింప వచ్చునా ? ఏల ?

V. 1. ఏ మూడు 'ఆసన్న కాలమరణములు' అని చెప్పబడినవి ?

2. "ఇవి మహోత్తులగణములై యొన్నబడును." మహోత్తుల గుణములని యొన్నబడునవి యేవి ?

3. "ఇవి యాఱు నెప్పడు జగత్పూజ్య ప్రతాపోదయ శ్రీలం జెందఁగ విఘ్ను కారణము లై చెల్లౌ"—విఘ్ను కారణము లై చెల్లు నవి యాఱును నేవి ?

4. "సకలవర్ణాశ్రమాంబులవారికి నేను విజ్ఞానప్రదుండ"— వర్ణములు, ఆశ్రమములు, ఏవి ?

VI. 1. గ్రహపీడ చంద్రసూర్యులకు—చంద్రసూర్యుల కేయోగ్రహ ములవలన పీడ గలుగును ? పురాణములయందు దానికిఁ జెప్పబడిన కారణ మేమి ? సిద్ధాంతగ్రంథములందుఁ జెప్పబడిన కారణ మేమి ?

2. నూటపదియోజనంబులపాటి నెగసి యవనిఁ బట్టులు పొడ గాంచు సామిషంబు—పైకి నూటపదిమోజనము లెగయుట పక్షు లకు సాధ్యమగునో కాదో సహేతుకముగా నిరూపింపుడు.

3. వననిధిపై శకటంబును నొనరంగా మిట్టనేల నొడయఁ జనునే, కాకిమిక్కనకు దొండపండు కట్టినట్టు, తోఁడేలినోటినుండి విడిపింపఁబడి పులినోటఁబడితిని—ఈ సామెత లెందు నిమిత్తమ మెప్పు రిచేఁ జెప్పఁబడినవి ?

VII. 1. వసుమతి చేసిన యర్థమువలన సత్యకీర్తికిఁ బ్రాణరత్నము కలిగెను—ఇందలి కలిగ ననుదానిని ప్రేరణార్థకక్రియనుగాఁ జేసి యర్థము చెడకుండ ఆవశ్యకము లైనమార్పులు చేసి పైవాక్యమును ప్రాయుడు.

2. కాలపాశబద్ధుండునుం బోలె జిత్రగీవుండు సపరివారం
బుగా నవ్వలం దగులువడియె—ఇదలి 'చిత్రగ్రీవుండు సపరివారం
బుగా' అనుదానిని 'చిత్రగ్రీవుండును బంవారంబును' అనిమార్చి
నచో మతి యే మార్పులు చేయవలెను ?

VIII. 1. మోహనబద్ధము, కర్కాటిగర్భము, జీవన్మృతుడు, కామిత
మందాసుడు—వీనికర్థతాత్పర్యములను ప్రాయుండు, 2. ఛూర్వ
శిఖిం గలంగని మహాబ్ధిజలంబు తృణాగ్నివైచినన్ దుర్వహదుఃఖభార
మయి తోడనె తాపముం బొందె నేర్చునే, తత్ప్రజలముచేత దడిసిన
యగ్ని దా హీనమగుచు శమితమైన కరణి—ఈ వాక్యము లేనీతు
లను స్థాపించుటకయి యుద్దేశింపబడివవి ? 3. కోలము నీలకభ్ర
ద్విశాలమార్గ—ఇందలి రెండుపదములకం గలసంబంధ మేమి ? కడ
పటిపద మేసమాసము ? దాని కర్థ మేమి ?

IX. 1. అహల్యాబాయి యెప్ప డేదేశమును బాలించినది ? ఈ
రాజ్యసంస్థాపకం డెవరు ? ఈమెవలె తెలుంగుదేశమును చక్కగాగ
బాలించినయొక రాణిపేరు చెప్పి, ఆమెకాలమును రాజధానిని
తెలుపుండు.

2. కుచేలోపాఖ్యానములోని వర్ణనర్ధనమును, కురంగేశ్వరవర్త
కచరిత్రములోని దయాగుణనర్ణనమును మీమాటలతో ప్రాయుండు.

3. కస్తురితిలకము—దీనికి సిద్ధ సాధ్య సమాసరూపములను
ప్రాయుండు.

X. 1. మహిశాపుర ప్రాంతగహనభూమి—ఇంపలి యతి పేశేమి ?
ఇది యేపద్యములలో వాడబడును ? 2. ఉత్సాహసహ లక్షణ మేమి ?
"భాతి నిర్ణయించు కంచే బండితత్వ మున్న దే"—ఈయుత్సాహ
పాదము మతి యే వృత్తపాదముకూడం గావచ్చును ? అయినను ఆ
రెండుపద్యములకు భేద మెట్లు ? 3. అఱలు. బెగడ ననికి పఱియ యిరి
గెడును—దీనిని తేటగీతముననకును, ఆటవెలదికిని, కందమునకును, దగి
నట్లు యతిప్రాసములను జూపి గణవిభజనము చేయుండు.

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I. Translate into Telugu: [See Hindustani Translation paper, page 40.]

II. Translate into English:—

1. తల్లి నీయుదరంబులోనన బ్రభాసపూరుషుం దున్న వాఁ డెల్లి పుట్టైడీ గంసుచే భయ మింత లేదు నిజంబు మా కొల్లవాఁకి భద్ర మయ్యెడు నింక నీకడు పెప్పడుం జల్ల సావలె యాదవావళి సంతసంబునన బొందఁగఁ.

2. తాము తమలోన నధికులు తగవులాడ నడుమ నల్పులు లాభంబుఁ బడయు చంద్రు ఁడుమిలోఁన బోరు నప్పియేయ బొందు లాభ ముఁనెదు లోఁతోఁక్తి మిగల సత్యంబు గాఁదె?

3. జగతిలోఁపల బాహ్యవేషములకంఁపై సద్గుణంబులు గలుగుఁపై శ్లాఘ్యతరము పయిమెఱుంగులు రంగులఁపసలు లేక శుద్ధహృదయులు లోకవిశ్రుతులు గారె?

4. పగతుఁ డొనఁరించుఘోరపాపంబుకంఁపై భటునివిశ్వాసఘాత మల్పమె ఘనంబు చేరి నమ్మినమిత్రునిఁ జెఱుచువాఁడు ఘోరపాతకికంఁపెను బ్రగురతరఁడు.

5. తాలిమితోఁడఁగూరిమిఁ గృతఘ్నుని కెయ్యెడ నుత్తనోఁ త్తము లైనొనంచినచినన గుణము మిక్కిలి కీడగుఁ బాముపిల్లఁకుం బాలిడి పెంచినఁ విషము పాయఁగ నేర్చునె దానిఁతోఁలం జాలఁగ నంతకంత కొకచాయను హెచ్చునుగాక భాస్కరా.

6. ప్రపంచములో దేహారోగ్యముతోఁ సమానమయినసంపద మఱియొకటి లేదు. కోట్లకొలఁది ధనమున్నను, లత్తలకొలఁది బట్ట లును నగలును ఉన్నను, వేలకొలఁది పరిచారిక లున్నను, నూఱుల కొలఁది దివ్యభవనము లున్నను, ఈలోకములోనివి మఱి యేవి యెన్ని

ಯುನ್ನನು ಅನಭವಿಂಚುಟ ಶ್ಕ್ಕ-ದೇಹಾರೋಗ್ಯಮು ಶೆನಿಯೊದಲ ವೆನಿ
ವಲನನು ಸುಖಮು ಕಲುಗದು.　ಮನಯವಯವಮು ಲನ್ನಿಯು, ವೆನಿವನಿ
ಯಂದು ಅವಿ ಸರಿಗಾ ನಡಚುಚು ಮನ ಕಿಬ್ಬಂದಿ ಕಲುಗಂಚೇಯ ಕುನ್ನಪ್ಪಡು,
ಮನಶರೀರ ಮಾರೋಗ್ಯಸ್ಥಿತಿಯಂ ದುಂಡಿ ಮನಕ ಸುಖಮು ಕಲಿಂಚುಚುಂ
ದುನು. ಮನಯಶ್ರಧ್ಧವಲನನು ಲೋಪಮುವಲನನು ಮನಚೆಟ್ಟಶೋಕಮನು. ಪೆಸು
ಲುನು ತಿನ್ನಯನ್ನಮುನು ಸರಿಗಾ ಜೀರ್ಣಮುಚೇಯಕಯು, ಮನಹೃದಯಮುನು
ನಾಡುಲುನು ರಕ್ತಮು ಸರಿಗಾ ಪ್ರವಹಿಂಚುನಟ್ಲು ಚೇಯಕಯು, ಊಪಿರಿ
ತಿತ್ತುಲು ಗಾಲಿನಿ ಪೀಲ್ಚಿ ಪಣಿಶುಧ್ಧಮು ಚೇಯಕಯು, ಮನಚರ್ಮ ಮಹುಚಿಗಾ
ನುಂಡಿ ಚೆಮಟ ಮೊದಲಯಿನವಾನಿನಿ ಪಯಿಕಿ ರಾನಿಯಕಯು, ಉನ್ನಪ್ಪಡು
ಪಲುವಿಧಮು ಲಯಿನರೋಗಮುಲು ಪುಟ್ಟಿ ಸುಖಮು ಚೆಡಿ ಪೆಕ್ಕು ಬಾಧಲು
ಕಲುಗುನು.

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TUESDAY, 2ND DECEMBER, 10 A.M. TO 1 P.M.

KANARESE: TEXT-BOOKS AND GRAMMAR.

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I. 1. ಕನ್ನಡ ಮಹಾಭಾರತದಲ್ಲಿ ನೀವು ಓದಿದ ಪರ್ವಕ್ಕೆ ಶಾಂತಿ
ಪರ್ವವೆಂಮು ಹೆಸರು ಏಕೆಕೊಟ್ಟರುವ್ರುದು? ಇದನ್ನ ಕನ್ನಡಿಸಿದ ಕವಿಯ
ವಿಷಯದಲ್ಲಿ ಏನು ಬಲ್ಲಿರಿ? ಆತನ ಕಾಲವೇನು? ಸಕಾರಣವಾಗಿ ಬರೆ
ಯಿರಿ.　2. ಕನ್ನಡ ಭಾರತವನ್ನೂ, ಜೈಮಿನಿಭಾರತವನ್ನೂ, ಹರಿಶ್ಚಂದ್ರ
ರಾಯನ ಚರಿತ್ರಿವನ್ನೂ ಯಾರು ಯಾರಿಗೆ ಹೇಳಿದರೆಂದು ನಿಮ್ಮ ಗ್ರಂಥಗ
ಳಿಂತ ಗೊತ್ತಾಗುತ್ತದೆ? ಯಾವ ಸಂದರ್ಭನಲ್ಲಿ ಹಾಗೆ ಹೇಳಿವೆ?
3. ಜೈಮಿನಿ ಭಾರತವನ್ನು ಕನ್ನಡಿಸಿದ ಕವಿ ಯಾರು?

II. 1. ಪರಮಭಾಗವತೋತ್ತಮನು ವಿ।
ಸ್ತರದ ಸಮ್ಯಜ್ಞಾನಿ ನಿನಗೊ।
ಬ್ಬರು ತಿಳಂಹತಿಕ್ಕವರದಾಚ್ಛೆ ಬೋಧವೈದ್ಯ ನಿಗೆ॥
ಅರಿದೆನಿಷ ಸುಖದುಃಖವೆಂಬಿವ।
ಚೆರಸಿ ಸಮನೆಂದಲಂಕದುಬ್ಬದೆ।
ಪರವುಯೋಕ್ಗದೊಳಪ್ಪನಿನ್ನಸುಪೋಗಳಲಿದ್ಂದ॥

೨. ಹರಿಯಂತೆಬಲಯುತಂ ಶಿವನಂತೆರಾಜಕೇ ।

ಖರನಬ್ಬಿ ಭವನಂತೆ ಜಿತುರಾಸನಂ ಸರಿ ।

ದ್ಯುವನಂತೆ ರತ್ನಕರಂ ದಿವಾಕರನಂತೆ ನಿರ್ದೋಷಸಿಂಗ್ರಸಂತೆ ॥

ಪರಿಚಿತಸುರಭಿನವ್ಯು ನವ್ಯತಾರ್ಚಿಯಂತೆ ವಿ ।

ಸ್ತರಿತಕುವಲಯಂಸಿಂಪು ಧರ್ಷಜನಧರೆಷ್ಟೂಳಗಳು ।    [ಸು ॥

ತಿಬಿಳಿಕಶಸ್ತ್ರಿ ನಾವತಿಗೆ ವೇದವ್ಯಾಸವಂನಿಯೊಂವಿನಂ ಬಂದ

ವೇ೧೯ನ 1 - ಪದ್ಯಕ್ಕೆ  ಸ೧ಳಾನುವಾದಪನ್ನ  2 - ಪದ್ಯದೊಳಗಣ
ಶ್ಲೇಷ ವನ್ನು ಫಿಥದಪಡಿಸಿ ಅರ್ಥವನ್ನೂ ಬರೆಯಿರಿ.

III. 1. ಒಳ್ಳೆ ಗುಣವುಳ್ಳವರು ತಮಗೆ ಒಳ್ಳೆಯೆದು  ಮಾಡಿದವರನ್ನು
ಎಂದಿಗೂ ಮರೆಯುಂವುದಿಲ್ಲ ಎಂಬುದು ನೀವು  ಓದಿದ ಗ್ರಂಥದಲ್ಲಿ ಹೇಗೆ
ಉಮಾಸರಿಸಲ್ಪ'ಟ್ಟಿದೆ? ೨. ಅಬಿಳಎಂಘನೆಕೊಡನೆ ಬದುಕದ ಮನುಷ್ಯ
ಸಂಸಾರವು ಯಂಪುವಕ್ಕೆ ಸರಿಯೆಂದು ಧರ್ಷಣಾಯನು ಹೇಳಿದ್ದಾನೆ?
೩. ಜೈಮಿನಿಭಾರತದಲ್ಲಿ  ಸೂರ್ಯೋ೯ದಯವು ಹೇಗೆ ವರ್ಣಿಸಲ್ಪಟ್ಟಿದೆ?

IV. 1. ದ್ಯುವಪನ್ನು ಗೆದ್ದವನು ಯಾರು?  ಹೇಗೆ? ೨. ಮರಣದಿೀಥ
ಕಷ್ಟು ಯಾವುದೆಂದು ನಿಮ್ಮ ಗ್ರಂಥವ೧ಲ್ಲಿ ಹೇಳಿರುತ್ತದೆ? ಮೂರು ಉದಾ
ಹರಣೆಗಳನ್ನ ಕೊಡಿರಿ. ೩. ಅಶ್ವವೆಂಥದಯಣ್ಞಿದ ಕೃಪಗಳನ್ನೂ ಹ
ಯುದ ಲಕ್ಷಣಿಗಳನ್ನೂ ವಿವರಿಸಿರಿ.

V. 1. ಭೂಸುರಜನಕ್ಕೆ  ನಿಜಧರ್ಮವೆಲ್ಲಿ  ಜೀವನ ನಡೆಯುವಿದ್ದಾಗ
ಯಾವ ಯಾವ ವೃತ್ತಿ ಹಿತವಲ್ಲವೆಂದು ಹೇಳಿದೆ? ೨. ಗತಿಕಲುಷನಹಸು
ಯಾನೆಂದು ಹೇಳಲ್ಪಟ್ಟಿದೆ? ೩. "ಕೊಲಲು ಸಲ್ಲದು ಧರ್ಷ೯ದಲಿ ಹಗೆ
ಗಳಸು." ಯಾವಾಗ? 4. ಸನ್ಮಂತ್ರಿಯ ಮತ್ತು ಧರ್ಮಾಧಿಕಾರಿಗಳಲಕ್ಷ
ಣಿಗಳು ಯಾವುವು ಎಂದು ನೀವು ಓದಿದ ಗ್ರಂಥದಲ್ಲಿ ಹೇಳಿದೆ?

VI. 1. ಮೆಚೆಯ ಬೇಕಾದು——————————।

ಮೆಚೆಯಲಾಗದು——————————।

ಎಂಗಲಾಗದು——————ತತ್ಪರತೆಯಿರಬೇಕು ॥

ತೊಡೆಯ ಬೇಹುದು———————ಮಿಗೆ।

ತರಿಯ ಬೇಹುದು ———————ಯಿದ।

ಸರಿತುಸಡೆದವೆ ನೃಪತಿಗಿಹಪರ ಸೌಮ್ಖ್ಯವಹುದೆಂದ ॥

ಇದನ್ನು ಪೂರೈಸಿಬರೆಯಿರಿ.

೨. ಭೇದಿಸಿದೆವಣ್ಣ ನಹಿರವ ದಾ।

ಯಾವವನು ಸಂಹರಿಸಿ ಗುರುಗಳ।

ಭೇದದಿಂವಿರಿದಾಹಿತಾವುಹಗಳೆವ ಮಾಡಿದೆವ್ಪ ॥

ಈ ಪದ್ಯಾರ್ಥದಲ್ಲಿ ಸೂಚಿಸಲ್ಪಟ್ಟಿರುವ ಪೂರ್ವಕಥೆಯನ್ನು ಸಂಕ್ಷೇಪವಾಗಿ ಬರೆಯಿರಿ.

VII. 1. ಸತ್ಯಸಂಧನಾದ ಹರಿಶ್ಚಂದ್ರ ಮಹಾರಾಯನಿಗೆ ಕಷ್ಟಂಗಳೊದವಿಮುದಕ್ಕೆ ಏನು ಕಾರಣ? 2. ಚಂದ್ರಮುತಿಯ ಕಂತಸೂತ್ರವ್ಪು ಯಾರಿಗೂ ತಿಳಿಯದೆ ಇರುವುದಕ್ಕೆ ಏನು ಕಾರಣ? ಹರಿಶ್ಚಂದ್ರನಿಗೆಪುತ್ರ ಕಾಣ ಬಂದುದು ಹೇಗೆ? 3. ಪತಿವ್ರತಾಧರ್ಮಂಗಳು ಯಾವ್ಪುವು ಎಂದು ನೀವ್ಪು ಓದಿದ ಹರಿಶ್ಚಂದ್ರೋಪಾಖ್ಯಾನದಿಂದ ಕಂಡುಬರುತ್ತದೆ?

VIII. 1. ಅನಿಕ, ಅನಿತ; ನಿಕ್ಷೇಥ, ನಿಶಿತ; ತವಣೆ, ತವಣಿ; ಜಾತಿ, ಜ್ಞಾತಿ; ಪರುಷ, ಪುರುಷ; ಚರಿತ್ರ, ಚಾರಿತ್ರ; ಈ ದ್ವಂದ್ವ ಶಬ್ದಗಳ ಅರ್ಥ ವ್ಯತ್ಯಾಸಪನ್ನು ಬರೆಯಿರಿ. 2. ವಿದ್ಯೆ, ದೀಕ್ಷೆ, ಶ್ಮಶಾನ, ಕುದ್ದಾಲ, ಪತಿವ್ರತೆ, ಸೊಬಗು, ಜಿಗುಳೆ, ಗೇಶ, ಚಿತ್ರ, ಗಾವಿಲ;—ವೇಲಿನ ಶಬ್ದಗಳಲ್ಲಿ ತತ್ಸಮವು ತದ್ಭವಗಳನ್ನು ವಿಂಗಡಿಸಿ, ತತ್ಸಮಕ್ಕೆ ತದ್ಭವ ವನ್ನೂ ತದ್ಭವಕ್ಕೆ ತತ್ಸಮವನ್ನೂ ಬರೆಯಿರಿ.

IX. 1. ಕನ್ನಡ ಮಹಾಭಾರತವ್ಪು ಜೈಮಿನಿಭಾರತವ್ಪು ಯಾವಯಾವ ವೃತ್ತದಲ್ಲಿ ಬರೆದಿವೆ? ಆ ವೃತ್ತಗಳ ಲಕ್ಷಣಗಳೇನು? 2. ಕೆಳಗಿನ ಧಾತುಗಳ ಭೂತ ಕೃದ್ವಾಚಿರೂಪಗಳನ್ನು ಬರೆಯಿರಿ; ತೆರು, ಪಡು, ಮಿಳರು, ಬಿಗು, ಈಸು, ಸೀನು, ಮುನಿ, ಬಿ. 3. ತೇರುಮುತ, ಮೇಘ ಶ್ಯಾಮ, ಮುಂಕೃಣ್ಣನು, ಆಗಾಲು;—ಇವ್ಪು ಯಾವ ಸಮಾಸಗಳು? ಸಕಾರಣವಾಗಿ ಬಿಡೆಯಿರಿ. 4. ಕೆಳಗಿನ ಶಬ್ದಗಳನ್ನು ಸಂಧಿಮಾಡಿ ಬರೆ

ಯಿರಿ; ಮಹಿ + ಇಂದ್ರ, ಮಹಾ + ಈಶ್ವರ, ವಿಷ್ಣು + ಉತ್ಸವ, ಪ್ರಶ್ನ + ಉತ್ತರ, ಸತ್ + ಲಕ್ಷಣ, ಚಿತ್ + ಶಕ್ತಿ, ತೇಜಃ + ವಂತ, ತಮಃ + ತರಣ.

I. Translate into Kanarese : [See Hindustani Translation paper, page 40.]

II. Translate into English :—

1. ದಾಟಿಯಲಿ ಬೆಳದಿಂಗಳಾಯಿತು
   ಪ್ಸೂರವಿಸಿದುದು ತಂಪು ಬಹಪರಿ
   ವಾರಕಾಪ್ಯಾಯನವನಾನಂದವಸು ಬೀರಿದುದು ॥
   ಓರಣದ ಪಂಜುಗಳ ಬೆಳಕಿಗೆ
   ಚಾರುಭೂಷಣದೀಪ್ತ ಕಂಗಳ
   ಕೋರಯಿಸೆ ಬಹುವಾದ್ಯರವ ಮಿಗಲ್ಟ್ಯದಿದರು ಪುರವ ॥

2. ತುರುಗಿತೆತ್ತೆತ್ತ ಲುಂ ಪ್ರಳಯಕಾಲದ ಮೇಘ
   ಮೆರಗುತಿವೆ ಬರಿಯ ಬಸಿಡಿಲ್ಗಳೆತ್ತೆತ್ತ ಲುಂ     [ಸಿಗಿಸಿವೆ ॥
   ಕಡೆಯಂತಿದೆ ಬಿರುಗಾಳಿ ಧೂಳ್ಗಳೆತ್ತೆತ್ತ ಲುಂ ಕತ್ತಲೆಗಳಟ್ಟ,
   ತೆರೆಯಂಬೂರವೆಂಕಣ್ಣ ಮರೆದು ಕಣ್ಡೆರೆಯಿದಿ
   ಕ್ಕರಿಯಂಬೂರವದು ಮಂಹದ್ಬ ತವಿದೆತ್ತ ಣದೊ ಜಗ
   ದೆರೆಯನೇ ಬಲ್ಲನೆನುತಿದೂರ್ಡಾ ಸೈನಿಕಂ ಹೈದಿಂಜಿಕೃತವಾ
                                        [ಯೆಗೆ ॥

3. ಗುಣವಂತನಾಗಿ ಬಾಳ್ವುದೆ
   ಹಣವಳದಡೆ ಗುಣವನಳಯಲಾಗದು ಪುರುಷಂ ॥
   ಗುಣಾಪೊಂದಕಳಂವಲ್ಲದೆ
   ಹಣಕಳಂವರೆ ಕಳೆದಬಳಿಕ ಚೊಡಾವತ್ಸ್ನಿ ॥

4. ಆಗ   ದುಷ್ಕೀಲೆಯು   ಚಂದ್ರಮತಿಯನ್ನು ಕುರಿತು - ಎಲೆ ದುಷ್ಟಯೇ, ನಮ್ಮ ಮನೆಯಲ್ಲಿ ಶುಕ್ರವಾರದದಿನ ಹೀಗೇಕೆ ಆಳುತ್ತಿ ರುವ? ನಿನ್ನ ತಾಯಿತಂದೆಗಳಾರಾದರೂ ಸತ್ತದ್ದೇನೇ ॥ ಇನ್ನಿಲ್ಲಿ ಆಳಲ

ಗದು, ಆಕೆಗೆ ಹೋಗು, ಯುಜವಾನನರು ಬಂದು ಕೊಪಿಸಿ ಕೊಂಡಾರು,
ಸುವೃ್ಮನೇಕೆ ಅಳಂತ್ತಿರುವೆ? ಹೇಳೇ - ಎಂದು ಗದ್ದಿಸಿದಳು. ಆದಕ್ಕೆ
ಚಂದ್ರಮತಿ ಅಂಜಲಬದ್ದೆಯಾಗಿ ವಿನಯದಿಂದಿಂತೆಂದಳು : ಓ ತಾಯಿ,
ನನ್ನ ಪುತ್ರಸು ನಿನ್ನ ಗಂಡನಿಂದ ಕಳುಹಿಸಲ್ಪಟ್ಟು ವನಕ್ಕೆ ಹೋಗಿ ತಕ್ಷಕ
ದಷ್ಟನಾದನಂತೆ. ನಾನೇನು ಮಾಡಲಪ್ಪಾ ? ಸ್ವಲ್ಪ ಮೂಲ್ಯವಂ ದಯೆ
ಮಾಡಿಸಿದರೆ ತ್ವರಿತವಾಗಿ ಔಷಧವನ್ನುಕೊಡು ಹೋಗುವೆನು. ನನ್ನ
ಪುತ್ರನ ಪ್ರಾಣಗಳನ್ನಿತ್ತು ಫೊರೆ ತಾಯೇ - ಎಂದು ಹೇಳದಳು. ಆದಕ್ಕೆ
ದುಶ್ಯೀಲ - ನಿನ್ನ ಸಮಾಚಾರ ತಿಳಿಯಿತು. ಮರಳ ನಿನಗೆ ಧನಕೊಡ
ಬೇಕೇಕೋ ? ಬಾಲಕನನ್ನೆಲ್ಲಿಯೋ ಅವಿತಿಟ್ಟು ಹೀಗೆ ಹೇಳುವೆ, ನವೃ್ಮ ಮನೆ
ಯಲ್ಲಿ ನೀನು ಸೇರಿದ್ದರಿಂದ ಧನವೆಲ್ಲವೂ ನಾಶವಾದುದು ; ನೀನನ್ನಗ್ಯಕ್ಕೆ
ತೆಗೆಯವೆ ಮನೆಯಕೆಲಸಗಳನ್ನಾರು ಮಾಡುವರು ? ನನ್ನ ಗಂಡನು ಬಂ
ದರೆ ಊಟವಾಡಿಡುವರು ? ಹಸುಗಳಿಗೆ ಹುಲ್ಲಾ ಮುಂತಾದುದನ್ನು
ಯಾವರು ಹಾಕುವರು ? ರೋಗಾರ್ತೆಯಾದ ನನಗೆ ಯಾರು ಪರಿಚರ್ಯ
ಯಂ ವಾಡುವರು ? ಇನ್ನು ಇಂತಹ ಮಾತುಗಳನಾಡಬೇಡ ; ಹೋಗು -
ಎಂದು ಗದ್ದಿಸಿದಳು. ೫. ಮಹೇಂದ್ರನು ಹೊರಟಂ ಹೋದನು. ಕಲ್ಯಾ
ಣಿಯು ಮಗುವನ್ನು ಇಟ್ಟುಕೊಂಡು ಬೆಳಕಿಲ್ಲದ ಜನಶೂನ್ಯವಾದ ಆ
ಮನೆಯಲ್ಲಿ ನಾಲ್ಕು ದಿಕ್ಕುಗಳನ್ನೂ ನೋಡುತ್ತ ಒಬ್ಬಳೇ ಕುಳಿತಿದ್ದಳು.
ಆವಳಿಗೆ ಬಹಳ ಭಯವಾಯಿತು. ಎಲ್ಲಿ ನೋಡಿದರೂ ಒಬ್ಬರೂ ಇಲ್ಲ ;
ಮನುಷ್ಯರ ಶಬ್ದವೇ ಇಲ್ಲ. ಬೀರಿಯು ನಾಯಿಗಳಕೂಗೇ ಹೊರತು ಬೇ
ರೊಂದಿಲ್ಲ. " ಆವರನ್ನು ಏತಕ್ಕೆ ಕಳುಹಿಸಿ ಬಿಟ್ಟೆನೋ ; ಹಸಿವಾದರೂ
ತಡೆದುಕೊಂಡಿರಬಹುದಾಗಿತ್ತು. ಇನ್ನೇನು ಮಾಡೋಣ ? ನಾಲ್ಕು
ಕಡೆಯ ಬಾಗಿಲುಗಳನ್ನಾದರೂ ಹಾಕಿಕೊಂಡು ಕುಳಿತಿರ್ೋಣ " ಎಂದು
ಮನಸ್ಸಿನಲ್ಲಿ ಆಲೋಚನೆವಾಡಿಕೊಂಡು ಬಾಗಿಲಬಳಿಗೆ ಹೋಗಿ ನೋಡಿ
ದಳು. ಆದಕ್ಕೆ ಕದ ಅಗಣಿ ಯಾವುದೂ ಇರ್ಲೆಲ್ಲ. ಬೇರೆ ಉಪಾಯ
ವಿಲ್ಲದೆ ಹಾಗೆಯೇ ನಿರೀಕ್ಷಿಸುತ್ತ ಕುಳಿತುಕೊಂಡಿದ್ದಳು. ಇದ್ದಕ್ಕಿದ್ದ
ಹಾಗೆ ಮುಂಬಾಗಿಲಿನಲ್ಲಿ ಏನೋ ಒಂದು ನೆಳಲಿನಹಾಗೆ ಕಣ್ಣಿಗೆ ಬಿದ್ದಿತು.
ಆದು ಮನುಷ್ಯಾಕೃತಿಯುಹಾಗೆ ತೋರಿತು, ಆದರೆ ಮನುಷ್ಯನೆಂದು
ಬೋಧೆಯಾಗಲ್ಲ. ಅತಿ ಕ್ಷುಷ್ಮವಾಗಿ, ಬಲುಕಪ್ಪಾಗಿ, ವಿಕಟಾಕಾರವಾಗಿ

ಮನುಷ್ಯನಂತಿದ್ದ ಯಾವುದೊಂ ಒಂದು ವೃಕ್ತಿಯು ನಿರ್ಾಣವಾಗಿ ಒಂ
ದು ನಿಂತುಕೊಂಡಿತು. ಅದು ಅಷ್ಟುಚರ್ಾವಿಷ್ಟ್ಯವಾದ ತನ್ನ ಕ್ಾಯಂಸ್ಸ್ಥಿ
ಉಣಗಿಕೊಗಿದ್ದ ಜೆವೆನಿಂದ ಸನ್ನೆಮಾಡಿ ಯಾರಸ್ನೋ ಕರೆಯಿತು. ಅದ
ನ್ನು ನೋಡಿ ಕಲ್ಯಾಣಿಗೆ ಗಂಟಲೊಣಗಿ ಹೋಯಿತು.

I. 1. കിളിപ്പാട്ടായി കവന നിർമ്മാണം ചെയ്യുന്നതിന്നുള്ള കാരണം
എന്തെല്ലാമാണെന്നുദ്ദേശിച്ചു വരുന്നു (3 കാരണം മതി). 2. ചാണക്യ
സൂത്രം എന്നാൽ അർത്ഥമെന്ത ? ഇതിന്ന സംസ്കൃതത്തിലുള്ള പേര
എന്തെന്നും അങ്ങിനെ വിളിപ്പാൻ കാരണമെന്തെന്നും എഴുതുക.

II. 1. ആശ്രമത്തിന്നെഴുന്നെള്ളുന്ന നേരത്തു
വിശ്രമിപ്പാൻ തക്കവണ്ണം മതിതാനും.

2. വീര്യവാനാകും കിരാതാധിനാഥനെ
പാദചനമാനസൻ പൈതൃകാർത്ഥംകൊണ്ട
ജീവിതവും നൽകി മിത്രമാക്കീടിനാൻ.

3. ആക്ഷാനം വേണ്ടിവന്ന ചാടിയെല്ലുള്ളപത്തു
പോക്കാതതല്പതാന്താൻ കണ്ട നീല്ലേണമെടോ.
ഇതിന്റെ അർത്ഥം ഗദ്യത്തിൽ എഴുതുക.

III. 1. എന്തൊരു കഷ്ടം മ്ലേച്ഛരാജനെക്കൊല്ലിപ്പിച്ച—
തന്ത്രജ്ഞൻ വരനായ ചാണക്യനെന്നല്ലൊ നാം
ശങ്കിച്ചതല്ലെന്നുള്ളതിന്ന നിൻ‍യം വന്നു.    ഏങ്ങിനെ.

2. ശില്പശാസ്ത്രത്തിന്നവനോളം കാണ്മന്നനേരം
കല്പകവൃക്ഷം തന്നേ മൌന്യന്ദനനൻ ബലൻ.    അർത്ഥം
എഴുതുക.

3. വേണ്ടതില്ലതുകൊണ്ടെ തന്നെ ഞാൻ മറെറപ്പുറം
കാഴിട്ടുണ്ടുപായം.
ഇതിന്റെ താൽപര്യമെന്ത ? സന്ദർഭവും പറക.

IV. 1. അനിച്ചനീയം, ആത്തഝോദം, പ്രതിപ്രതികം വീക്ഷിച്ചു,
കണവും, നാണയത്തിന്ന (ചാപങ്ങൾ മുറികൂയും) ആയോധനോളുമ

ങൾ. ഇവയുടെ അത്ഥം എഴുതുക. 2. ക്ഷേമം, ജീവിതം; കരം,
മേനി, ആളം, കോലം അം ഓദരാന്നിന്ന ഄരംരണ്ടത്ഥം എഴുതുക.
3. മരണം, മാരണം; ദാനം, ആദാനം; ഇവയുടെ അത്ഥത്തിലുള്ള
ഭേദം കാണിക്ക.

V. പ്രതിക്രിയയുടെ പുരോഗാമിയായ ദേഷം ആരിൽ ഉണ്ടോ
ഄയ്യു ആയാള ഉള്ളേശ സാദൃമുഞ്ചിവക്ക വിശ്വാസയോഗ്യനാക്കി
തീ൪ക്കുന്നു. ഇതിന്റെ അത്ഥം എഴുതുക. കഥാസംബന്ധവും പറക.

VI. 1. ഄറമില്ലാതെ രഗിജ്വാലകൾ പീടിപെട്ട

പാറകൾ പോലെ പെ൯റീഞ്ഞൊക്കദേപ ചത്താരവർ.

ഇതിൽ കീഴ്‌വരയുള്ള പദങ്ങളെ വ്യാകരിക്ക.

2. എന്നതു കേട്ടു ഭടന്മാരഥ രാക്ഷസന്റെ

മന്ദിരത്തിങ്കൽ ചെന്നുതിരഞ്ഞൊ രനന്തരം

കണ്ടതില്ലെങ്ങും ഗൃഹം ശൂന്യമായ്ക്കണ്ടൊരവർ

മഴി വന്നെങ്ങും ഞങ്ങൾ കണ്ടതില്ലെന്ന ചൊന്നാർ.

ഇതിനെ വാക്യങ്ങളായി വിഭാഗിച്ചു അദന്യാന്യസംബന്ധം
കാണിക്ക.

VII. 1. വിടക്തി, പ്രത്യയം, ആഖ്യാതപൂരണം, സവ്നാമം, ഇവ
യെ വിചരിക. 2. ഗത്രധൻ പക്ഷിരാജനാകുന്നു. ഇനിക്ക അത്ഥ
ഄവിശ്വമില്ലെന്നാണ ഞാൻ പറഞ്ഞു. അവൻ അധമനല്ലെന്നാണ
ഞാൻ പറയുന്നു. അദ്ദഹം വിശ്വസ്ഥനല്ലെന്നാണ എന്റെ ഄഭി
പ്രായം. ഇതിൽ വല്ല പിഴയുമുണ്ടെങ്കിൽ തിരുത്തി എഴുതുക.

VIII. 1. ചൊല്ലുവിളി, തണ്ടുതപ്പി, ആപാദച്യുഢം, പ്രേമഭാജനം,
കന്നിച്ച, ഇത്രുദശ, അം ഓദരാന്നിന്റെ അത്ഥം വ്യക്തമാക്കത്തക്ക
വണ്ണം വാചകത്തിൽ ചേ൪ത്തെഴുതുക. 2. ആഢ്യം + കാലം, പൂക്ക +
ഄരായ; തേൻ + ചോദം; പുലി + തോൽ. അം ഓദരാന്ന കൂട്ടി
എഴുതുക. 3. കേഴുന്ന, ആളുന്നു, ഘേണ്ടുന്നു; ചീറുന്നു, ഇവയുടെ ഭൂത
രൂപ എഴുതുക.

## MALAYALAM: TRANSLATION.

### TUESDAY, 2ND DECEMBER, 2 TO 5 P.M.

I. Translate into Malayalam : [See Hindustani Translation paper, page 40.]

II. Translate into English :—

1. (*a*) ഒരു ചേനലിന്നൊരു പക്ഷം.

(*b*) മുമയിൽ അറിയാം വിള.

(*c*) സാധന ലക്ഷ്യം അകൌശല ലക്ഷണം.

രാജദ്രോഹ്യാ! അങ്ങന്നെ ഓടാഴ്ത്തിലും വിള്ളയിലും വിശ്രുതൻ. രാജ പ്രചരനായ അങ്ങന്നു നീചഗ്രണമുള്ള നികൃഷ്ടപ്രാണിയെപ്പോ ളെ പരിചിതന്മാരെ ഒരിക്കലും കണ്ടിട്ടില്ലെന്നു ഭാവിക്കുന്ന കപട നാട്യം അരുചിതമത്രെ. അചിടത്തെ മനസ്സിലാന ഒന്നു പരിശോ ധിക്ക ; മനസ്സാക്ഷി ഒരിക്കലും സത്യം മറക്കുന്നതല്ല.

ആത്മാനാച വഞ്ചിച്ചീട്ടും ചോരനുള്ളൊരു പാപം
ആത്മനാനിരൂപിക്കിൽ മറൊരുതവന്ന മുണ്ടൊ ?

എന്നെ അറികയില്ലെന്നു ഖണ്ഡിച്ച പറഞ്ഞതുകൊണ്ടെ എനിക്ക ദോഷം വരാനില്ല. അചിടത്തെ അന്യായ കമ്മം ദൈവം അറിയും. ദൈവസാന്നിദ്ധ്യത്തിലാകുന്നു ഒരം വിധ അന്യായ കമ്മം ചെയ്യുന്നു. അധമ്മകമ്മം ചെയ്യന്ന ഒരാളും ഒരംശചര ദൃഷ്ടിയിൽ അകപ്പടുതെയും കഠിനശിക്ഷക്കു പാത്രമാകാതെയും ഇരിക്കുന്നതല്ല. ഭരണ്യന്നു ഈശ്വ രൻ അദൃശ്യനെങ്കിലും ഈശ്വരന്നു സ്ഥലം ഉശ്യമത്രെ. പ്രതൈക മൂടെ കമ്മസാക്ഷി ഈശ്വരൻമാത്രമോ ? അതല്ല.

ആദിത്യ ചന്ദ്രമാരു മനലാനിലന്മാരും
ആകാശം ഭൂമി ജലം എദയംʻയമൻ താനും
അഹസ്സും രാത്രിതാനും രണ്ടെ സന്ധ്യകൾ ധമ്മ
മെന്നിചര പതിന്നാലുചേരു മുണ്ടറിഞ്ഞീട്ട
മന്നച ജന്തുവത്ത മെന്നതു ധരിച്ചാലും.

ഭപ്രതരാജാവായ യമൻ അസത്യവാദിയെ പരലോകത്തിൽ നിശ്ചയമായി ഭണ്ഡിപ്പിക്കും. ധമ്മിഷ്ഠന്മാക്മാത്രമെ ധമ്മരാജാവിനെ ഭയപ്പെടാതിരിപ്പാൻ സാധിക്കയുള്ള. അവർ ഈശ്വരാനന്ത്രഹ്മുള്ള വരായിരിക്കും.

I. ନଉଟ୍ଟନଙ୍କର ଚରିତ ସଂକ୍ଷେପରେ ଲେଖ ।

II. ନିମ୍ନଲିଖିତ କବିତାଂଶମାନଙ୍କର ସରଳ ବ୍ୟାଖ୍ୟା କର ଏବଂ ଶେଷରେ ରେଖାଙ୍କିତ ହୋଇଥିବା ପଦମାନଙ୍କର ଅନ୍ଵୟ କର ।

(କ) କାହୁଁ ସେ ଅଯୋଧ୍ୟା ଧନ୍ୟା ଯୋଚଥନ୍ତୁ ଜନନୀ ।
ଶ୍ରବ୍ ଡେଙ୍କୋ ଘନ୍ତ ଯହୁଁ ଉର୍ଦ୍ଧ୍ଵଂଗ ପହୁଲେ ॥

ହ୍ରୀମୋକ୍କୁଳ ହ୍ରୀମାଚଳ ଶିରେ ଦନ୍ତମଣି ।
ହେମ ରଶ୍ମି ବର୍ଷେ ଯଥା ନିଶା ପ୍ରଭଟଲେ ॥

(ଗ) ବାରୁଣୀ ଗଗନ ପ୍ଲାବିତ ପ୍ରଭରେ ।
ଗଙ୍କବଂ ଜଗତୁ ଶୋଷ୍ଵକୁ ଅବ୍କାରେ ॥

ବାରୁଣୀ ଶ୍ରେଣୀକ ପିଙ୍ଗ ସ୍ଵଣ୍ଡିଚେଲ ।
ସଖୀ ସଙ୍ଗେ ଖେଲୁଛନ୍ତି ପଙ୍ଗୁ ଜେଲ ॥

ସୁବର୍ଣ୍ଣ ବିମାନ ସ୍ଵଣ୍ଡି ରଥ ଦୋଲା ।
ନଭସ୍ତଳେ କେତେ ହୋଇଛନ୍ତି ଚୋଲା ॥

ସୁବର୍ଣ୍ଣିର ନଦେ ବହେ ସ୍ଵଣ୍ଡି ସ୍ରୋତ ।
ସୁବର୍ଣ୍ଣ ଅଖିଲେ ଚଲ ସ୍ଵଣ୍ଡି ଘୋତ ॥

ସୁବର୍ଣ୍ଣ ମଞ୍ଚରେ ସୁବର୍ଣ୍ଣ ଅସନ ।
ତହୁଁ ବସିଛନ୍ତି ଦେବ - ଦେବରଣ ।

III. ନିମ୍ନଲିଖିତ ବାକ୍ୟମାନଙ୍କର ବ୍ୟଣଥ ବ୍ୟାଖ୍ୟା ଲେଖ, ଏବଂ ରେଖାଙ୍କିତ ପଦ୍ୟମାନଙ୍କର ସମାସ ବ୍ୟାଖ୍ୟା କର ।

(କ) ଭରତ – ବର୍ଷରୁ ବହୁର୍ଗତ ହୋଇ ବର୍ଷାନ୍ତରେ ବିତରଣ ନ କଲେ ଅଗ୍ନ୍ୟୁଦ୍‌ଗାର ଭୀଷଣତା ଉପଲବ୍ଧ ହୋଇ-ପାରିବ ନାହିଁ ।

(ଖ) ଯେଉଁ ସବୁ ସୁକୁମାର ଶିଳ୍ପ ବିଦ୍ୟାଦ୍ୱାରା ମନୁଷ୍ୟ-ସଂସାର ଏ‌ଘର ଶ୍ରୀ ସଞ୍ଜର ହୋଇ ଅଛ ତର୍ - ସମୁଦାୟ ସୌନ୍ଦର୍ଯ୍ୟ ଜ୍ଞାନରୁ ପ୍ରସୂତ ।

(ଗ) ପୃଥିବୀରେ ଯେତେପ୍ରକାର ଦୁଷ୍କାର୍ଯ୍ୟ ଅନୁଷ୍ଠିତ ହେଉ ଅଛ, ତାହାର ଅଧିକାଂଶ ଯେ ଶ୍ରମ ବିମୁଖ ଉଦ୍‌ଯୃପର୍ସ୍ୱର୍ୱ ବ୍ୟକ୍ତି-ମାନଙ୍କଦ୍ୱାରା ସଞ୍ଜାତ ହେଉ ଅଛ, ଏଥିରେ ଅଣୁମାତ୍ର ସନ୍ଦେହ ନାହିଁ ।

(ଘ) ଭରତବର୍ଷରେ ସେଯିବ ମାସ୍ତଲୁକ ଭୂମିକମ୍ପ ବିରଳ, ଏବଂ ଅମ୍ରେମାନେ ସେଯିବ ମନ୍ନାର୍ଯ୍ୟ ବହୁବର୍ଷି ତାର ଅକ୍ରାନ୍ତି ନୋହିଁ ।

(ଙ) ଭୁବନବିଜୟୀ ସତ୍ୟର ଅଜେୟ ଶକ୍ତ ନିକଟରେ ସମସ୍ତେ ପ୍ରଣତ ହେବେ ଏବଂ ସର୍ବପ୍ରକାର ମିଥ୍ୟା କୁସଂସ୍କାର ଓ ଅମଙ୍ଗଳକୁ ଖର୍ବେତିଡ ସାହ୍ୟସ ସହକାରେ ପାଦ ଦଲିତ କରିବେ ।

IV. ତଲ ଲିଖିତ ପଦମାନଙ୍କର ଅର୍ଥ ଲେଖ ।

ଅଧ୍ୟବସାୟ, ଅଧ୍ୟାୟୂ ବର୍ଗ, ଧ୍ୟାନ୍ୟୁଦ୍ୟାସ୍ତ, ଭୁଲନା ସାପେକ୍ଷ, ମନସ୍ୱିନୀ, ପ୍ରଢ୍ୟ‌ଦ୍ୟାସ୍ତ, କୋକବଧୂ, କରକା, ଦାସେରକ, ଗୌର୍ଯ୍ୟଦ୍ୟକ ।

V. (କ) କୃଦନ୍ତ ଓ ତଦ୍ଧିତ ପ୍ରତ୍ୟୟ କାହାକୁ ବୋଲ । ଦ୍ବନ ଗୋଷ୍ଠି କୃଦନ୍ତ ପ୍ରତ୍ୟୟ ଓ ଦ୍ବନଗୋଷ୍ଠି ତଦ୍ଧିତ ପ୍ରତ୍ୟୟର ଉଦାହରଣ ପ୍ରୟୋଗ କରି ଦ୍ବନ ଗୋଷ୍ଠି ବାକ୍ୟା ରଚନା କର ।

(ଖ) ''ଯୁଧିଷ୍ଠିର ସ୍ୱର୍ଗାରୋହଣ କଲେ '' ଏହ୍ୟ ବାକ୍ୟରୁ କରଣ କାଳକ, ଅପାଦାନ କାରକ, ଅଧିକରଣ କାରକ ଓ ଅ ସମାପିକା କ୍ରିୟାର ପ୍ରୟୋଗଦ୍ୱାରା ବର୍ଦ୍ଧିତ କର ।

(ଗ) ସ୍ଥାନ, ମନ୍, ଯୋଗ, ସୃଷ୍ଟି, ମଠ, ଅବସର, ଉଦୟ, ଏହ୍ୟ ଶବ୍ଦମାନ କେଉଁ ) ଧାତୁରୁ କ କ ପ୍ରତ୍ୟୟ ଯୋଗେ ସିଦ୍ଧ ।

VI. ''ଆଶା '' କବିତାର ଭାବ ସଂକ୍ଷେପରେ ଓ ବିଷଦରୂପେ ଲେଖ ।

I. Translate into Uriya: [See Hindustani Translation paper, page 40.]

II. Translate into English :—

(କ) ତେଜଲ ଭମିର ନକ ସାଲ୍ୟପାଠ ।
ନଟବାଡଉ ଦେଖି ଶବ୍ଦଶ୍ମ୍ୟାଠ ॥
ପାଥାହ୍ୟଦେ ପୁଣି ପବିତ କନ୍ଦରେ ।
ଅଣ୍ଡଯ଼ ଭକ୍ଲ ଯାଇ ତରତରେ ॥
ଧୂର୍ଜ୍ଜିଜଠାରୁ ଯେତ୍ତେ ଗଙ୍ଗାଜଳ ।
କୋଢ଼ସ୍ୟପୁତୁର ପୂରୁଅଛ ଧସ୍ତଳ ॥
ବିଭିସଲ କ୍ରୋୟାଉସ୍ୟା – ହାସିନା ଯାମିନୀ ।
ଶେଢଯ଼ୀୟ ପ୍ରାବ୍ୟ ଦଶର ମେଦିନୀ ॥
ଇଁଲେ କାଠଯୋଡ଼ ନାଳ କଳଭଣି ।
କୌଢ଼ୁକେ ଚନ୍ଦ୍ରିକା ତହିଁ ବୁଟିଲ ଭସି ॥
କଉସ୍ଥୁଭ ସମ କରେ ଝଁକମକ ।
ଇଢ ଶତିବର୍ଷେ ଚନ୍ଦ୍ରମା ! ଯଦକ ॥

ଜ୍ୟୋତିର୍ମ୍ୟ ବୋଲା ହୋଇ ଜ୍ଵଳୁଛ ଶୈଳଟ ।
ଚିତ୍ର ପ୍ରାୟେ ଦୂରେ ଦଶୁଛ ପବଟ ॥
ତରୁଶିରେ ବସି ଚକୋର ଚକୋରୀ ।
ନବେ ତାଲୁଚୁଛ ସଙ୍ଗୀତ ଲହରୀ ॥
ଜ୍ୟୋତିର୍ମ୍ୟମୃତ ସଙ୍ଗେ ପ୍ରେମା ମୃତ ପାନ ।
କରି ଶଣେ ଶଣେ ଧରୁଛନ୍ତି ଭାନ ॥
ଦର୍ପ ଦଗନ୍ଧରେ ହୋଇ ଜ୍ଵଳାୟତ ।
ଚନ୍ଦ୍ରାଲୋକେ ମିଶି ୟ.ଉଛ ସେ ଗୀତ ॥

(ଖ) ଯେ ଇତାଲ୍ୟ ଏକ ସମୟରେ ଅର୍ଦ୍ଧ ଜିଗତର ଅଧୀ-
ଶ୍ଵର ଥିଲ ; ଯେ ଇତାଲ୍ୟ ସିପିୟୋ, ସୀଜର, ପମ୍ପୀ, ଗାଇବଲ୍ଦ
ୱାରକେଶୱରମାନଙ୍କର ଜନ୍ମଭୂମି ; ଯେ ଇତାଲ୍ୟଦେଶରେ ବର୍ଜିଲ,
ଦ'ନ୍ତେ, ତାସ୍ସୋ, ପିତ୍ରାର୍କ କବିଚୂଡାମଣିମାନେ ଜନ୍ମଗ୍ରହଣ କରି
ଥିଲେ ; ଯେ ଇତାଲ୍ୟ, ଗାଲିଲୟୋ, କୋପର୍ନିକସ, କଲମ୍ୱସ
ପ୍ରଭୃତ ପ୍ରତିଭାଶାଳୀ ମହାତ୍ମାମାନଙ୍କର ଧାତ୍ରୀସ୍ଵରୂପ ; ଯେ ଇତାଲ୍ୟ
ଖ୍ରୀଷ୍ଟୀୟାନ କାଥଲିକ ସଂପ୍ରଦାୟର ପ୍ରଭବ ଦ୍ଵାରା କରି ପ୍ରାୟ ସମସ୍ତ
ଇଉରୋପକୁ ସ୍ଵୀୟ ପଦତଲରେ ରଖିଥିଲ ; ୟହିଁରେ ସାଧାରଣତନ୍ତ
ଶାସନ ସର୍ବପ୍ରଥମେ ପ୍ରତଷ୍ଠିତ ହୋଇ ଭେନ୍ସ, ଜେନୋଆ, ଫ୍ଲୋରେନ୍ସ
ନଗରୀମାନଙ୍କୁ ଅତ୍ୟନ୍ତ ସମୃଦ୍ଧିଶାଳିନୀ କରିଥିଲ, ସେହି ଇତାଲ୍ୟର
ପକ୍ଷ୍ମ ମଙ୍ଗରେ ଭୂମଧ୍ୟ ସାଗର ପରିବେଷ୍ଟିତ ନାଭ୍ୟ ବସନ୍ତ ଜ୍ଵଲାମୟ
କର୍ଷିକା ନାମକ ଗୋଷ୍ଠିଏ ଶ୍ୱ.ୟ ଅଛ ।

(ଗ) ଭ୍ୱାର ଏକପ୍ରକାର ଅପବ୍ୟବହାର ପୂର୍ବେ ପ୍ରକାଶିତ
ହୋଇଅଛ—ତାହାର ନିଦର୍ଶନ ଅମ୍ମାନଙ୍କ ଦେଶରେ ସର୍ବତ୍ର
ରହୁଅଛ ।   ବର୍ତ୍ତମାନ ଅମ୍ମେମାନେ ଅଉ ଏକପ୍ରକାର ଭ୍ୱାର

ଅପବ୍ୟବହାର ଦେଖାଇଦେଁ । ଏହା ପ୍ରଥମ ଶ୍ରେଣୀ ପର୍ଯ୍ୟନ୍ତ ଓ
ଇଚ୍ଛାଜନକ ନ ହେଲେହେଁ ନଦାର କଥା। ଏସ୍ଥରେ ଯଥେଷ୍ଟ ଅଛ ।
ଅଶିକ୍ଷିତ ଲୋକମାନେ ବ୍ୟାକରଣର ମସ୍ତକ ଚର୍ବଣ କରୁ ଯେପରି
ଭାଷା ଅନେକ ସମୟରେ ବ୍ୟବହାର କରନ୍ତି, ଶିକ୍ଷିତ ଭାମରେ
ଯେଉଁମାନେ ପଢ଼ିଛ, ସେମାନେ ଯେବେ ସେହ୍ୟପର କର୍ବେ
ଏକ ମାଲମାଲ ବନ୍ଧୀଶୁଦ୍ଧି ଅପଣା ଲେଖା ମଧ୍ୟରେ ରଣ୍ଟିବେ,
ତେବେ ଭଷାର ସଦ୍ବ୍ୟବହାର ଅଉ କଏ କର୍ବ ? ଏଥର ନଦର୍ଶନ
କତେଗ୍ରୀମାନଙ୍କର ସିରଜ୍ୟାର ଭଷା । ସାଧାରଣତଃ ଲେକଙ୍କର
ବଣ୍ୟାସ ଯେ କତେଷ୍ଟକ ଗଲେ ଅଉ କୌଣସି ବଜ୍ଞା ନ୍ୟୂନ ମାନ
ଚଳିବା ଆବଣ୍ୟକ ହୁଏ ନାହିଁ । କୌଣସି ପ୍ରକାରେ ଅର୍ଥ ପ୍ରକାଶ
ପାଉ ଥବ, ଏହ୍ୟପର ଭଷା ବ୍ୟବହାର କର୍ପାର୍ଲେ ପାଠ ସହଗଣ୍ଡ ।
ଲେସିଜବେଲ ଯେ ବନ୍ଧୀଶୁଦ୍ଧି ପଢ଼ହାର କର୍ବା ଯଷରେ ବ୍ଶେଷ
ଦୃଷ୍ଟ ଦେବାକୁ ହେବ ଏକଥା କାହାର ମନରେ ଉଦଢ ହୁଏ ନାହିଁ ।
ଅମୃମାନଙ୍କ ମନରେ ଏହ୍ୟ ଯେ କୌଣସି ଭାଢ ଯଷରେ ସୋର-
ଜଲଙ୍କର କଥା ।

Tuesday, 2ND December, 10 A.M. to 1 P.M.
FRENCH: TEXT-BOOKS AND GRAMMAR.

I. 1. Mark the accents in the following words:—piece, mede-
oin, mache (in *papier mache*), meme, voila, ete, surement, deja,
Sacre-Cœur, lacher. 2. Explain the part played by accent in deter-
mining the senses of certain words, and illustrate your answer by
referring to the following words:—a, des, la, cru.

II. 1. What is the gender of:—bras, genou, tête, vice, statisti-
que, blasphème, épithète, soupir, spectacle, trimestre, voix, logis,
ouvrage, nœud, stratagème, étable, fin, aventure, moisson, marché.
2. Write down the feminine of:—marchand, lion, âne, voyageur,
chanteur, demandeur, chat, poulet.

III. 1. How do French nouns in *al, ail, eau*, form the plural?
Mention any exceptions to the general rule. 2. Re-write the follow-

ing, replacing the singular in every case by the plural, as far as is permissible :—(a) Il suivit sa courageuse résolution, il y fut fidèle et, trois mois après, c'était un autre homme. (b) Un vieux général, suivi de son état-major, arrivait au galop. Il arrêta son cheval, ôta son képi doré, l'agita joyeusement et s'écria : Bravo !

IV. Write down the 1st person singular of the present Indicative, of the *passé défini*, of the future present Indicative and of the present subjunctive, and also the present participle of :—assis, perdu, devenu, connu, devait, disait, fouillez, rendre, revoir, tient.

V. 1. Explain the following phrases :—(a) Nous l'appelons La-Soif et il n'a pas volé son surnom. (b) Huit jours de salle de police. (c) Salle d'attente. (d) Je vous materai, mon cher. (e) Un fripier militaire. (f) Quels yeux battus ! Elle passé la nuit, bien sûr. (g) Mettre du blanc à son procédé. (h) Je vous aurais couchée sur mon testament.

2. Explain the allusions in :—lit de justice, par bénéfice d'inventaire, la barbe de Polyphème, songer à l'hyménée, le Phaéton d'une voiture.

VI. Translate into French :—1. It would be better for me perhaps to entrust the cooking to the little one. 2. Is the landlady related to you? 3. The matter concerns you as well as me. 4. To speak the truth, he was rather prepared for this request. 5. Are you hungry or thirsty? No, it is very cold, and I should like to have something to wrap myself in. 6. At this moment Jean-François heard the familiar steps of Savinien, as the latter slowly mounted the staircase.

VII. Supply the prepositions in the following :—
1. Mon seul regret, c'est—te tromper—mon compte.
2. Il serra brusquement Savinien—sa poitrine.
3. Aujourdhui il est—Cayenne, condamné—perpétuilé.
4. Ce sera moins dur—moi que—toi
5. Ils arrivèrent—un pré
   Tout bordé—ruisseaux,—fleurs tout diapré.

VIII. Correct the mistakes, if any, in the following :—1. Je suis irrité avec vous. 2. Il fut reconnaissant de ce service. 3. Un père est indulgent à son fils. 4. Nous sommes peinés pour cette perte. 5. Je suis plus fatigué que vous pensez. 6. S'il viendrait, il serait heureux.

IX. Write in your own words in the French the fable entitled " *L'âne et le petit chien.*"

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TUESDAY, 2ND DECEMBER, 2 TO 5 P.M.

FRENCH: TRANSLATION.

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I. 1. Translate into English :—
Le long d'un clair ruisseau buvait une colombe,
Quand sur l'eau se penchant une fourmis y tombe ;
Et dans cet océan l'on eût vu la fourmis
S'efforcer, mais en vain, de regagner la rive,

La colombe aussitôt usa de charité :
Un brin d'herbe dans l'eau par elle étant jeté,
Ce fut un promontoire où la fourmis arrive.
    Elle se sauve.   Et là dessus
Passe un certain croquant qui marchait les pieds nus :
Ce croquant, par hasard avait une arbalète.
    Dès qu'il voit l'oiseau de Vénus,
Il le croit en son pot, et déjà lui fait fête.
Tandis qu'à le tuer mon villageois s'apprête,
    · La fourmis le pique au talon.
    Le vilain retourne la tête :
La colombe l'entend, part, et tire de long.
Le souper du croquant avec elle s'envole
    Point de pigeon pour une obole :

2. Les voilà ! hurla tout à coup l'avare victorieux. Les voilà mes louis, mon cher trésor ! Et dans le gilet des dimanches de ce petit hypocrite de Limousin.   Voyez, patron ! ils sont bien comme je vous ai dit.   Voilà le Napoléon, et l'homme à la queue, et le Philippe que j'ai mordu. Regardez l'encoche. Ah ! le scélérat ! faudra qu'il aille au bagne.

En ce moment, Jean-François entendit le pas bien connu de Savinien qui montait lentement l'escalier.

" Il va se trahir, pensa-t-'il.   Trois étages.   J'ai le temps."

Et, poussant la porte, il entra, pâle comme un mort, dans la chambre, où il vit l'hôtelier et la bonne stupéfaite, dans un coin, et l'Auvergnat à genoux parmi les hardes en désordre, qui baisait amoureusement ses pièces d'or.

" En voilà assez, fit-il d'une voix sourde.   C'est moi qui ai pris l'argent et qui l'ai mis dans la malle du camarade.   Mais c'est trop dégoûtant.   Je suis un voleur et non pas un Judas.   Allez chercher la police.   Je ne me sauverai pas.   Seulement il faut que je dise un mot en particulier à Savinien que voilà."

Le petit Limousin venait en effet d'arriver, et, voyant son crime découvert, se croyant perdu, il restait là, les yeux fixes, les bras ballants.

(*Not from Text-Books*).

II. Translate into English :—

1. Aujourd'hui, par suite de la division de la propriété, il y a en France beaucoup de régions où la plupart des habitants de la campagne possèdent une maison, si modeste qu'elle soit, et un champ qu'ils cultivent de leurs mains.   Sans doute leur vie est laborieuse, plus laborieuse même que celle du simple ouvrier ; mais leur nourriture est assurée, ils goûtent cette satisfaction à laquelle nul n'est indifferent, de reporter leurs yeux sur ce qui leur appartient et de chercher à l'augmenter par l'économie pour le transmettre à leurs enfants.   Quant aux ouvriers qui vivent du travail fait pour les propriétaires du sol, ils supportent, il est vrai, de rudes fatigues, ils sont soumis à cette loi du Créateur qui a condamné l'homme à manger son pain à la sueur de son front ; mais peut-on

contester qu'il soit moins pénible pour eux de diriger une charrue ou de creuser un fossé que de passer le jour, souvent la nuit au milieu des feux et de l'odeur infecte d'une usine ?

2. En ville, on a la fièvre, on s'agite sans trêve ;
   Aux champs, l'œuvre du jour s'arrête avec la nuit ;
   En ville, on risque tout, sans atteindre son rêve ;
   Aux champs, semez un grain, vous en cueillez le fruit.

3. La franchise ne consiste pas à dire tout ce que l'on pense, mais à penser tout ce que l'on dit.

III. Translate into French :—

A hundred and fifty years ago, when the Indians were spread over the greater part of North America, and fighting between them and the European settlers was going on, a party of four white men had to pass through a great forest. The leader of the party was an old hunter, who having spent many years in the woods, knew all the ways of the Indians. The other three were a farmer, a soldier and a sailor.

They walked one after the other, the hunter going first, with swift silent tread, his body bent forward, his gun in the bend of his arm, and his keen dark eyes turning to right and left, seeing the tiniest mark upon the ground or tree trunk, and the slightest movement of beast or bird.

They went on all the morning without a sign of Indians ; but towards the middle of the afternoon, the hunter heard the frightened flutter of a jay behind him. Ten minutes later he heard the same thing. Then he dropped upon his knees and stooped his ear to the ground. He rose, shook his head and walked on with a grave face, casting quick little glances into the shadows.

WEDNESDAY, 3RD DECEMBER, 10 A.M. TO 1 P.M.
ARITHMETIC.

N.B.—(1) *Answers in money must be stated in Rs. a. p. or £ s. d. as the case may be, and not as fractions of Re.1 or £ 1.* (2) *Except in the case of Question I. the process by which each result is obtained must be given in full.*

I. The following table shown the gross earnings and the working expenses of the Madras Railway for the five years ending with 1899 :—

| Year. | Gross Earnings. | Working Expenses. |
|---|---|---|
| | Rs. | Rs. |
| 1895 | 11353713 | 5408603 |
| 1896 | 11096897 | 5638124 |
| 1897 | 11465314 | 5463126 |
| 1898 | 10720483 | 5218578 |
| 1899 | 10545071 | 5425340 |

Write down (a) the gross earnings for these five years, (b) the working expenses for the same period, (c) the net earnings for each of the years 1895, 1897, 1899.  [*The figures in the table need not be copied out.*]

II. Reduce to its simplest term the expression :—

$$\frac{\frac{4}{5}-\frac{5}{6}+\frac{4}{3}-\frac{3}{4}}{\frac{7}{8}-\frac{9}{7}+\frac{5}{6}-\frac{4}{5}} \times \frac{\frac{1}{5}+\frac{1}{10}-\frac{2}{3}}{\frac{5}{6}+\frac{1}{11}-\frac{1}{2}}.$$

III. Find the value of ·011390625 of Rs. 333 5 as. 4 p. ; and, given that 1 tola = 180 grains, express one pound avoirdupois as the decimal of an imperial maund.

IV. Find by any method the cost of making a railway 79 miles 7 fur. 32 p. 5 yds. long, at Rs. 95395 3 as. 4 p. per mile.

V. A certain number of men, half as many women, and twice as many boys, were employed to make a tank bund. The men worked 10 hours a day, the women 8 hours, and the boys 5 hours ; and all working together finished the bund in 28 days. If each man did in 3 hours as much work as each woman did in 4, and each woman did in 2 hours as much as each boy did in 3, and if the bund could have been made in 42 days by 156 men working 10 hours a day, find how many men, women, and children were actually employed on it.

VI. Find to the nearest anna the amount of Rs. 5627 3 as. for three years at 3½ per cent. per annum, compound interest.

VII. A tradesman having purchased a bankrupt's stock at an average reduction of 33⅓ per cent. on the marked prices, sold one half of the stock at a reduction of ten per cent., one-third at a reduction of 20 per cent., and the remainder at a reduction of 50 per cent., on the marked prices. If the expenses of the sale amounted to 7¼ per cent. of the receipts, what was the tradesman's gain per cent. on the price he paid for the stock ?

VIII. The capital of a certain manufacturing concern is fifty lakhs of rupees in shares of Rs. 50 each, fully paid up. In a certain year the cost of raw materials amounted to 15·25 lakhs of rupees, while wages and other expenses amounted to 56 per cent. of the cost of the raw materials. If the gross value of the goods manufactured during the year was 27·75 lakhs, and if 2½ per cent. of the net profits was added to the reserve fund, what rate of interest did a shareholder receive who bought shares at the beginning of the year at the rate of Rs. 71 8 as. per share ?

IX. On the first January, 1892, the population of a certain town was 465,750, and there were 1025 females to every 1000 males.  If in the next ten years the female population increased at the rate of 12·8 per cent., and the male population at the rate of 10·5 per cent., what was the population of the town on the first of January, 1902 ?

X. When exchange between Madras and Berlin was at the rate of 1·32 marks per rupee, a merchant in Madras, who owed 6591·75 marks to a merchant in Berlin, instructed his agent in London to remit a bill on Berlin for that amount. The agent remitted the bill

when exchange was at the rate of 20·68 marks per pound sterling, and the merchant in Madras sent him a bill on London for the cost of it. If by remitting in this way instead of direct, the latter saved Rs. 193 12 as., find the rate per rupee at which he bought the bill on London.

XI. Find the square root of 865059·44054761 to four places of decimals.  [*The remainder must be written down.*]

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WEDNESDAY, 3RD DECEMBER, 2 TO 4 P.M.

GEOMETRY.

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N.B.—*Figures must be carefully and neatly drawn.*

I. If a point $O$ be taken within a triangle $ABC$, prove (1) that the straight lines $BO$, $OC$ are together less, but contain a greater angle, than the sides $BA$, $AC$; (2) that the sum of the straight lines $OA$, $OB$, $OC$ is less than the perimeter of the triangle $ABC$ but greater than half the perimeter.

II. If the square described on one side of a triangle is equal to the sum of the squares described on the other two sides, prove that the angle contained by these two sides is a right angle.

III. $ABC$ is an isosceles triangle having the angle $A$ a right angle, and $D$ a point in $CB$ produced.

If $AD^2 = DB^2 + 3BA^2$, prove that $DB$ is equal to $BC$.

IV. $AB$ is a straight line, $C$ the middle point of $AB$, and $D$ any point in $AB$ produced.  Prove that the squares on $AD$ and $DB$ are together equal to twice the squares on $AC$ and $CD$.

A straight line $EF$ is divided into any two parts at $G$, and $H$ and $K$ are the middle points of $EG$ and $GF$ respectively.  Prove that the square on $EK$ together with three times the square on $FK$ is equal to the square on $FH$ together with three times the square on $EH$.

V. Prove that in a right angled triangle the line drawn from the right angle to the middle point of the hypotenuse is half the hypotenuse.

$BQ$, $CR$, are drawn perpendicular to the sides $AC$, $AB$ of the triangle $ABC$, and meet in $P$.  Prove that $QR$ meets the line joining the middle points of $AP$ and $BC$ at right angles.

VI. Give, without proof, the construction for

(1) describing on a given straight line a segment of a circle containing an angle equal to a given angle;

(2) describing a triangle when the base, the altitude, and the vertical angle are given.

VII. Prove that if two straight lines intersect within a circle, the rectangle contained by the segments of one of them is equal to the rectangle contained by the segments of the other.

### ALGEBRA.

I. (1) Find the numerical value of

$$\frac{1-x}{1-x+x^2} + \frac{1+x}{1+x+x^2}\text{ when }x = \sqrt{3}$$

(2) Multiply $6 - 6x + 3x^2 - x^3$ by $1 + x + \dfrac{x^2}{2} + \dfrac{x^3}{6}$

(3) Divide $2\,(x+2a)^4 - (x-4a)^4 + 648a^3x$ by $x^2 - 2ax + 28a^2$.

II. Find (1) the L.C.M. of $x^3 - 3x + 2$, $x^2\,(x^2-1)$, $x^4 - 12x^2 - 16x$.

(2) the H.C.F. of $8x^3 + 6x^2 - 12x - 9$ and $24x^4 - 20x^2 - 24$.

III. If $x = a\,(c^2 + b^2)$, $y = b\,(c^2 + a^2)$, $z = (a+b)\,(c^2 - ab)$, prove
that $(x+y+z)\,(y+z-x)\,(z+x-y)\,(x+y-z)$ is a perfect square.

IV. If $2s = a + b + c$ prove that

$$s\,\{\,(s-b)\,(s-c) + (s-c)\,(s-a) + (s-a)\,(s-b)\,\} =$$
$$(s-a)\,(s-b)\,(s-c) + abc.$$

V. Solve the equations

(1) $\dfrac{(2x+3)\,(x-1)}{x+1} + \dfrac{(5x-6)\,(x+1)}{x-2} = \dfrac{(7x-2)\,(7x+1)}{7x-9}$

(2) $\dfrac{2x+3y}{2} + \dfrac{3x-2y}{3} = 3\frac{1}{2}$; $\dfrac{2x+3y}{3} - \dfrac{3x+2y}{4} = 1\frac{1}{12}$.

(3) $345x^2 - 31x = 3290$.

VI. A column of infantry, $\frac{1}{2}$ mile long, is marching at the rate
of 4 miles an hour. Two mounted men start from the front and
rear of the column respectively, and riding at the same rate, meet
at a point 616 yards from the front of the column. What is their
rate of riding, and how long will they take to reach the rear and the
front of the column respectively?

### * PHYSICS.

I. A solid cube of wood, a hollow cube of iron, and a solid
cube of iron, (all three objects of the same size) are placed in water—
whereas the first will float, the second may float and the third will
sink. Explain why this is so.

II. What is meant by *energy*? Two exactly similar cannon
balls are fired directly at a piece of armour plate and pierce it to a
depth of six and nine inches respectively. Compare the velocities
of the two cannon balls.

III. Describe the Bramah press and state the properties of
liquids upon which its action depends.

IV. Explain carefully how a mercurial thermometer is graduated.

V. Distinguish between a musical sound and a noise. Explain how the number of vibrations per second corresponding to a particular note may be found.

VI. (a) Some ice at 20°F is pounded and placed in a beaker and the beaker is placed in a vessel containing hot water. The pounded ice is stirred by means of a graduated glass thermometer. Describe carefully what takes place. (b) 1 lb. of ice at 32°F is put into a vessel A containing 10 lbs. of water at 65°F ; and one lb. of water at 32°F is poured into a vessel B containing 10 lbs. of water at 65°F. Describe carefully what happens in these two cases, supposing the vessels A and B neither to lose nor gain heat.

VII. Describe an experiment proving that white light is compound.

VIII. Explain the action of a lightning conductor.

IX. Describe the construction and action of a Grove's cell. In what way is it superior to the single cell of Volta and why ?

THURSDAY, 4TH DECEMBER, 3-10 TO 5-10 P.M.

## CHEMISTRY.

I. 1. Explain the terms hardness and softness as applied to water. 2. What are the different kinds of hardness and how are they caused ? 3. What kind of hardness can be removed and how ? 4. Describe clearly the method of testing a water in order to ascertain whether it is hard or soft.

II. Describe the experiments by which it can be shown that (1) chlorine has bleaching properties, (2) vegetable matter contains carbon, (3) metals become heavier by oxidation. Mention, without describing, the experiments which you have seen performed to show (4) the decomposition of water, (5) the formation of water ; and in each case state what the experiment teaches as to the composition of water.

III. How do we know (1) that the composition of chalk is quicklime and carbonic acid ; and (2) that it is a compound and not a mixture of these constituents ?

IV. Draw up a list of the more important elements, classifying them into metals and non-metals. Mention the properties of elements to which the term metallic is applied. Point out the differences which you have noticed between any oxides of non-metals and those of metals.

V. Describe all the changes which occur and name all the compounds formed when (1) black oxide of copper is heated in a stream of hydrogen, (2) a piece of a silver coin is warmed with nitric acid, (3) water is poured over quicklime, (4) powdered antimony is thrown into chlorine.

VI. What is " fire damp," and under what circumstances does it cause an explosion ? Why are people suffocated by the air in a

coal mine immediately after such an explosion ? Explain the principle of Davy's safety lamp.

VII. Describe the appearances, the preparation, and the uses of each of the following substances :—Glauber salts, bone ash, copper oxide, sodium amalgam, red oxide of mercury. By means of the last two substances illustrate the statement that " chemical combination takes place most readily between those bodies which least resemble one another."

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FRIDAY, 5TH DECEMBER, 10 A.M. TO 12-30 P.M.

## HISTORY, ADMINISTRATION, AND GEOGRAPHY OF INDIA.

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I. 1. Indicate roughly the direction a person would follow if he were to walk from Simla to Cape Comorin without crossing a river. 2. Name, in order, five tributaries entering the Ganges on its left bank. 3. Give the position of the following, and mention a fact about each :—Cheerapoongee, Nasik, Srinagar, Aurangabad, Moorshedabad, Amarkot, Chunar, Kandahar, Mandalay, Parasnath, Dodabetta, Aryavarta, The North-West Frontier Province, Newera Eliya, Khandesh.

II. With reference to India answer the following questions :—

(a) *Iron.* Where is it found ? What are the drawbacks to its production on a large scale ?

(b) *Jute.* What is it ? Where is it manufactured ? In what form is it exported ?

(c) *Lac.* What is it ? To what uses is it put ?

(d) *Cinchona.* What is it ? Where is it cultivated in the Madras Presidency ? Is it indigenous to India ?

(e) *Cotton.* In what districts of this Presidency is it grown ? How is Madras cotton inferior to American cotton ? How was its production affected by the American Civil War ?

III. Name six non-Aryan hill or jungle tribes in India at the present day, stating the districts where they live and giving some account of any *one* of them.

IV. What were the doctrines taught by Buddha ? How did Asoka encourage Buddhism ?

V. Give a brief summary of the three Burmese Wars, with dates, and state the acquisition of territory made after each.

VI. Write notes on the following :—(a) The importance of the capture and defence of Arcot. (b) The Subsidiary System. (c) The policy of keeping Afghanistan independent. (d) The Ryotwari system of Madras. (e) The doctrine of Lapse.

VII. What are the departments into which the supreme Government of India is divided, and what are the chief duties of each ?

FRIDAY, 5TH DECEMBER, 2 TO 4-30 P.M.

## HISTORY OF ENGLAND AND GENERAL GEOGRAPHY.

I. What is meant by the Reformation in England? Trace its course during the reigns of Henry VIII. and his children.

II. Give a brief outline of the reign of James II., showing clearly what causes led to his fall.

III. Give a short account of the " War of American Independence." What were the underlying causes of the war? What lesson did England learn from it?

IV. What do you know about the Reform Bills?

V. Write brief notes, giving dates and describing their geographical position, upon the following places:—Flodden, Londonderry, Utrecht, Aboukir Bay, Inkerman, Omdurman.

VI. 1. When it is 12 noon at Greenwich, what is the time at a place 90° East? 2. Show by illustration from any Indian rivers the effect that rivers have upon the Earth's surface. 3. How do ocean currents affect the climate of a country? Illustrate from a current in the Pacific Ocean.

VII. 1. Draw a map of South Africa south of the Zambesi, and insert the chief political divisions, two rivers, two mountain ranges, three seaport towns. 2. Where are the following places, and how does their position give importance to them:—Sydney, Malta, Montreal, Glasgow, Constantinople, Hongkong, Buenos Ayres, Toulon?

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# FIRST EXAMINATION IN ARTS, 1902.

MONDAY, 1ST DECEMBER, 10 A.M. TO 1 P.M.

### ENGLISH : TEXT-BOOKS.

I. Draw out the main points in the character of Henry V. as represented by Shakespeare.

II. 1. What essential dramatic features does *Henry V.* lack? 2. Explain the necessity for and functions of the chorus in this play.

III. 1. Paraphrase :—

> Either our history shall with full mouth
> Speak freely of our acts, or else our grave,
> Like Turkish mute, shall have a tongueless mouth,
> Not worshipp'd with a waxen epitaph.

2. Explain with reference to the context :—

> Thus may we gather honey from the weed,
> And make a moral of the devil himself.

3. Annotate :—

> But, like a lackey, from the rise to set
> Sweats in the eye of Phoebus, and all night
> Sleeps in Elysium.

4. Write grammatical notes on :—
   (a) The gentlest gamester is the soonest winner.
   (b) I was not angry since I came to France
       Until this instant.
   (c) What's to say ?
   (d) Let us condole this knight.

IV. What are the leading characteristics of style that distinguish each of the poems: *Dora, A Dream of Fair Women*, and *Morte D'Arthur* ?

V. 1. Give the meaning of the following stanza, and show how its effect has been heightened by devices of style :—

> The high masts flicker'd as they lay afloat ;
> The crowds, the temples, waver'd, and the shore ;
> The bright death quiver'd at the victim's throat :
> Touch'd ; and I knew no more.

2. Paraphrase :—

> Authority forgets a dying king,
> Laid widow'd of the power in his eye
> That bow'd the will.

3. Explain the following :—Never more darken my doors ; my mailed Bacchus ; the far-renowned brides of ancient song ; streamer of the Northern morn ; the withered moon.

VI. Give in your own words the two similes which describe the effect produced on the Tartar and Persian hosts respectively, by Peran-Wisa's challenge.

VII. 1. Give the meaning of the following lines in your own words :—

> For we are all, like swimmers in the sea, ·
> Poised on the top of a huge wave of fate,
> Which hangs uncertain to which side to fall

2. Explain :—When the frost flowers the whitened window panes ; never more shall the lake glass her ; a fragrant tower of purple bloom ; the shorn and parcelled Oxus.

VIII. Scan the following :—

> Why so didst thou ; seem they grave and learned.
> But God be thanked for prevention.
> And so strode back slow to the wounded king.
> Muttering and murmuring at his ear, Quick, quick !

IX. Give some account of Cicero's views as to the qualifications necessary for a public speaker. Describe his own oratorical methods.

X. 1. ' Cicero's conduct and motives at this eventful crisis (*the struggle between Pompey and Caesar*) have been discussed over and over again !' Give a brief account of the conduct referred to, and the nature of the discussions to which it gave rise. 2. (a) Explain and illustrate :—Fame to the Roman, even more than to us, was " the last infirmity of noble minds." It was so in a special degree with Cicero. (b) Explain :—If the right be always the expedient, the opposition is seeming, not real,

XI. 1. " The Hielands are what they call pacified." What did Alan mean by these words? Explain clearly the nature of the danger to which he was exposing himself by setting foot in the Highlands. 2. " Alan," said I, " I'll not say it's the good Christianity as I understand it, but it's good enough." Narrate the circumstances (immediately after the murder of the ' Red Fox') which led to this remark. How had Alan; in David's opinion, fallen short of ' the good Christianity ' ?

XII. 1. How did the quarrel arise between Alan Breck and Robin Oig, and how was it settled ? 2. Explain with reference to the context :—(a) There's many a man hoeing tobacco over-seas that should be mounting his horse at his own door at home. (b) King George is to whistle for his rents ; he maun dow with less, he can spread his butter thinner ; what cares Red Colin ?

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MONDAY, 1ST DECEMBER, 2 TO 5 P.M.

### ENGLISH LANGUAGE.

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I. Parse the italicised words in the following passages :—

  (a) Yet know,—my master, God omnipotent,
     Is mustering in his clouds, on our behalf,
     Armies of pestilence ; and they shall strike
     Your children yet *unborn*, and unbegot,
     *That* lift your vassal hands against my head,
     And *threat* the glory of my precious crown.

  (b) Ah! this thou should'st have done,
     And not have spoke on't ! In me, 'tis villany ;
     In thee, it *had been* good service. Thou must know,
     'Tis not my profit that does lead mine honour ;
     Mine honour, *it*. Repent, that e'er thy tongue
     Hath so betrayed thine act. *Being done* unknown,
     I should have found it afterwards well done ;
     But must condemn it now.

II. 1. Explain the difference in meaning between *luxurious* and *luxuriant, adopt* and *adapt, scene* and *scenery, language* and *dialect ;* and introduce each pair into a compound or complex sentence. 2. Give the figurative meaning of the following phrases and introduce each of them appropriately into a complex sentence :—to stand in one's own light, to build castles in the air, to blink facts, to win one's spurs.

III. Analyse the following passage into clauses, writing out each clause *in full*, and stating its character and construction :—

     Our voluntary service he requires,
     Not our necessitated ; such with him
     Finds no acceptance, nor can find ; for how
     Can hearts, not free, be try'd whether they serve
     Willing or no, who will but what they must
     By destiny, and can no other choose ?

> Myself and all th' angelic host, that stand
> In sight of God enthron'd, our happy state
> Hold, as you yours, while our obedience holds.

IV. Write the following in indirect speech as if reported subsequently by the Countess :—

*Duchess* (*to the Countess*) Who was here, sister ?  I heard some
one talking,
And passionately too.

*Countess.*                              Nay ! There was no one.
*Duchess.*  I am grown so timorous, every trifling noise
Scatters my spirits, and announces to me
The footstep of some messenger of evil.
And can you tell me, sister, what the event is ?  ˙
Will he agree to do the Emperor's pleasure,
And send th' horse regiments to the Cardinal ?
Tell me, has he dismissed Von Questenberg
With a favourable answer ?

*Countess.*                              No, he has not.
*Duchess.*  Alas ! then all is lost ! I see it coming,
The worst that can come ! Yes, they will depose him.

V. 1. Divide the following lines into feet, and mark both the accented and the unaccented syllables :—

(*a*) And constancy lives in realms above ;
And life is thorny ; and youth is vain.

(*b*) " Strange, by my faith !" the Hermit said,
" And they answered not our cheer !"

(*c*) There was turning of keys, and creaking of locks,
As he took forth a bait from his iron box.

2. Write, with punctuation, the following as three complete lines of blank verse without altering the order of the words :—
O do it not I pray thee do it not there is a pure and noble soul within thee knows not of this unblest unlucky doing.  3. Mark distinctly the accented syllables of the following words :—advantageous, apparatus, career, development, magnificent, successful.

VI. 1. Expand into fully expressed similes :—(*a*) He was the ivy which hid my princely trunk and sucked the verdure out.  (*b*) The curfew tolls the knell of parting day.

2. Point out and name, with reasons, the figures contained in the following passages :—

(*a*) But the sound of the church-going bell
These valleys and rocks never heard,
Never sighed at the sound of a knell,
Or smiled when a Sabbath appeared.

(*b*) One of the shepherds who came to my assistance was a perfect Hercules, and when he heard that my assailants had been kind enough to relieve me of some of my baggage he at once started in pursuit.

3. Write in unfigurative language :—(a) To sit as a passive bucket and be pumped into, whether you consent or not, can in the long run be exhilarating to no creature ; how eloquent soever the flood of utterance that is descending.

(b) And we say that repose has fled
For ever the course of the river of Time,
That cities will crowd to its edge
In a blacker, incessanter line.

VII. Point out the mistakes in the following sentences, and write out the sentences making the necessary corrections :—(a) In Shenstone's opinion sonnet which has an artificial arrangement would appear as an unnatural and unsuitable garb for elegiac composition ; if so, the elegiac sonnets of Ben Jonson and Milton should be thrown out of the pale, however they may be elegiac in tone.  (b) In conclusion he thanked his audience for being so kind enough as to listen patiently to his speech, and sat down by saying that he had only spoken about a few points of the greatest importance, and which his previous speakers had omitted to refer.

VIII. Write out the following carefully punctuated :—Sir he said no man but my mother's brother dared to have used such language in my presence and I pray you will observe that I consider it as neither hospitable handsome kind nor generous usage towards your guest and your kinsman my ancestors Mr. Oldbuck were great and gallant chiefs I dare say Hector and really I did not mean to give you such immense offence but you are as hot and hasty as if you were Hector and Achilles and Agamemnon to boot I am sorry I expressed myself so hastily uncle especially to you who have been so generous and good but my ancestors no more about it lad I meant them no affront none I am glad of it sir for the house of M'Intyre peace be with them all every man of them said the Antiquary but to return to our subject do you recollect I say any of those poems which afforded you such amusement very hard this thought M'Intyre that he will speak with such glee of everything which is ancient excepting my family.

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TUESDAY, 2ND DECEMBER, 10 TO 11-30 A M.
ENGLISH : COMPOSITION.

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Write an essay on " Flattery—and the evil it does."

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TUESDAY, 2ND DECEMBER, 11-45 A.M. TO 1-15 P.M.
(FOURTH PAPER IN ENGLISH.)
**SANSKRIT.**

Translate into English :—

पुरा किल ऋचीको नाम मुनिवरः जमदग्निनामानं तन-
यमात्मनः पत्न्यां सत्यवत्यामुत्पादयत् । जमदग्निश्च धर्मात्मा शैशवे

वेदाभ्यासरतः क्रमेण चतुस्सागरोपमान् चतुरोऽपि वेदान् साङ्गी-
पाङ्गमध्यैष्ट । यौवने च परिणीतायां रेणुकायां पंच पुत्रानजन-
यत् । तेषु यविष्ठः परशुराम एवातीव शूरो बभूव । अथ कदा-
चित् रेणुका स्नानार्थमनतिदूरे प्रवहन्तीं नदीमवतीर्णा प्रवाहे
विहरदन्धर्वयुगळमपश्यत् । तादृशस्य तरयावलोकनादनुरूपेण
संकल्पशतेनाकुलितचित्ता गृहं न्यवर्नत । जमदग्निस्थ तां सदा-
चारविहीनां विज्ञाय क्रोधान्धस्तरयाशिरोर्पच्छेदाय पंचापि पुत्राना-
दिशत् । तेऽवाद्याध्वचारसगदशं कर्म कर्तुं नैवोत्सेहिरे । पंचमः
परशुरामस्तु पितुराज्ञाभङ्गभीरुः स्वीयेन परशुना मातरं शिरोही-
नामकार्षीत् । अथानेन कर्मणा मुदितो जमदग्निः परशुरामं वरं
वृणोष्वेत्यवोचत् । परशुरामथ खेदार्द्रहृदयो जननी मे प्राणैस्सं-
युज्यतामिति गुरुं प्रार्थयत । तथा भवत्विति तदादेशसमनन्तर-
मेव मातरमासादितप्राणामदर्शत् । ततो जमदग्निस्तनयं प्रत्युपन्न-
मतिं भृशमभ्यनन्दत् । अथ काले गते कार्तवीर्यो नाम नरप-
तिः जमदग्नेराश्रमं प्रविश्य तस्य होमधेनुं बलादपजहार । इमं
वृत्तान्तं जनकमुखादाकर्ण्य जामदग्न्यः कार्तवीर्यं बद्धवैरतं युद्धे
जघान । पितृवधोद्धीपितकोपानलाः कार्तवीर्यस्य कुमाराः परशु-
रामस्याश्रमं प्राप्य तस्मिन्नसंनिहिते वृद्धं जमदग्निं गतासुमकुर्वन् ।
जामदग्न्यस्तातं तथा व्यापादितं विलोक्य कोपविस्फारितलोचनः
क्षत्रकुलमशेषमुन्मूलयिष्यामीति प्रतिज्ञाय त्रिरसप्त वारान् युद्धाय
सन्नह्य महीं निःक्षत्रियां विदधे । स च पश्चात् इक्ष्वाकुवंशम-

गिना नृपाणां कुरुदेन षोडशवर्षमात्रेण बालेन दाशरथिना रामेण
लीलयाजीयत ॥

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## LATIN.

Translate into English :—

    Fideles amici praecipue in rebus adversis cognoscuntur ; quidquid enim tunc praestatur boni officii, totum a sincera benevolentia proficiscitur. At qui fortunatum amicum colit, is magis causa sua adulari, quam vere diligere, potest videri. Ideo libenter servat posteritas nomina eorum qui amicis in adversis casibus fideles permanserunt, vix autem meminit eorum qui amicos opibus florentes coluere. Nemo de Sardanapali, regis effeminatissimi, familiaribus loquitur : at vero Orestes paene notior est propter Pyladem amicum, quam propter Agamemnonem patrem. Nec mirum : siquidem illorum amicitia, si qua tamen fuit, nihil aliud fuit nisi hominum luxuriae deditorum turpis consortio ; horum vero in maxime aspera conditione enituit, et immortalem apud posteros famam est adepta. Quid enim celebratum magis quam illa Pyladis atque Orestis coram rege Thoante contentio, quum ambo inter se certarent uter pro altero moreretur ? Qui clamores, qui plausus nuper excitati sunt in theatro, in M. Pacuvii nova fabula, quum, ignorante rege uter eorum esset Orestes—is enim capite damnatus erat—, Pylades Orestem se esse diceret, ut pro illo necaretur : Orestes autem, ita ut erat, Orestem se esse profiteretur.

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## ARABIC.

Translate into English :—

اخبر بعض الفضلاء ان رجلا كان ينزل بنهر المهدي
وكانت عليه نعمة فزالت ولم يقدر علي شيئ فمطر
الناس ثلاثة ايام متتابعة فبقي في منزله لايقدر علي
الخروج فاضر به ذلك و بلغ اليه الجوع والي عياله فلما
كان في اخرالليل جاء الي بدال بقصعة له ليرهنها عنده
في خبز ـ فانتهره البدال و قال ما اصنع بها و ابي ان
يعطيه عليها شيئا ـ قال فعاد الي منزله مغموما لا حيلة

له فرفع يده الي السماء و قال اللّهم سُقْ الّي في هذه
الليلة عبدا من عبادك تحبه يفرج عني ما انا فيه فما
شعر الا و الباب يدق فخرج فاذا رجل علي حمار قد
حف به خدم فقال له كم عيالك قال كذا و كذا فاعطاه
كيسا قدر ان فيه خمسة الاف درهم ـ فقال الحمدلّله
الذي استجاب دعائي و فرج عني كربي ـ فقال له و ما
كان دعاؤك فاخبره الخبر بفعل البقال و ما دعا الله
عزو جل به فاستحلفه انه دعا بهذا الدعاء فحلف له فامر
له بمائة الف درهم قال ـ فسئلت بعض اولئك الخدم
عنه لاعلم هل يقدر الرجل علي ما امرلي به ام لا ـ فقال
هو الفضل بن يحيي بن خالد البرمكي فسكت لذلك و
انصرفت الي منزلي فلما اصبحت مضيت الي قهرمانه
فتبضت منه المال *

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## PERSIAN.

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Translate into English :—

وارد حاجي ترخان شديم ـ صبح برخاستم با طراف
نگاه كردم ـ ديدم الحمدلله از درياي بزرك خلاص شده
برود خانۀ وسيعي كه اسمش و لكا است رسيده ايم ـ
و عجب صفائي دارد ـ باز عرض رود خانه بسيار است
چنانكه از همان يك شعبۀ كه ما عبور ميكرديم البته
هزار ذرع عرض داشت ـ گلولۀ تفنك مهداولي ازين

طرف بان طرف نمي رسد ـ آبش گل آلود و بغايت تند
مانند درياي مواج روان است ـ سواحل رود خانه هم
درخت سبز جنگلي و بيد متعارفي وُ بيد مشك ـ
وزمينها هم چمن و مرتع است ـ واغلب ايلقات
قالموق كه ملهب بت پرستي دارند درالبا سكني
كرفته اند ـ لب رود خانه الا چيق زده مواشي و اغنام
زياد از اسب وماديان و گاو و گوسفند وغيره دارند ـ
چند ده بزرگ هم از دهات روسيه كه از مضافات حاجي
طرخان شمرده مي شود ديده شد كه در كنار رود خانه
واقع و از دور خيلي بزرگ و آباد بنظر مي آيد ـ در
هرده يك كليساي بسيار عالي باشكوه ساخته اند ـ
اغلب اهالئ اين دهات شغل شان صيادي است ـ
كشتي ما مجازي هر يك از ين دهات كه ميرسيد
اهالئ ده بكنار رود خانه آمده هورا مي كشيدند ـ
درين دهات هيچوجه باغ و زراعت ديده نشد مگر
در يكي از دهات كه عمارت بسيار معتبر و باغ بزرگ
مشجري از دور ملاحظ شد كه از طائفۀ ساپوژينكوف
بود ـ ماهي مرده زيادي در كشتي هاي خود ريخته وِ
كنار رود خانه را متعفن كرده بودند ـ و بعضي ماهي
هارا كه نتوانسته بودند نمك سود نموده نگاه دارند وزياد
عفن شده بود برود خانه انداخته بودند *

## HINDUSTANI.

Translate into English :—

چیتے نے شیر میں پوچھا کہ وہ کونسی خصلتیں ہیں
کہ قاصد میں چاہئیں انہیں بیان کیجئے ۔ بادشاہ نے کہا
قاصد چاہئے کہ مرد عاقل و خوش بیان ہو جس بات
کو سنے فراموش نکرے بخوبی یاد رکھے ۔ راز دل
کسی میں نکے ۔ امانت و اقرار کا حق جیسا چاہئے
بجالاوے ۔ زیادہ گو نہو ۔ کسی بات میں اپنی طرف میں
فضولی نکرے جتنا اس سے کہدیا ہی اتنا ہی کہے ۔
جس بات میں بھیجنے والے کی بہتری ہو اس میں
کوشش و جانفشانی کرے ۔ اگر طرف ثانی کچھ طمع
دیوے ایسا نہو کہ اس کی طرفداری کے واسطے مسلک
امانت و ہدایت سے متزلزل ہوکر چاہ خیانت وضلالت
میں سر کے بھل کرے ۔ دوسرے شہر میں کسی نوع سے
اگر فراغت حاصل ہو اسکے واسطے رہ نجاوے ۔ جلد
پھرے ۔ اور اپنے مالک کو جو کچھ سنا اور دیکھا ہو
اس سے آکر اطلاع کرے ۔ جیسا کہ حق نصیحت وامانت
کا مالک سے چاہئے بجالاوے ۔ کسی خوف کے سبب
احکام قاصدی میں کوئی دقیقہ فرو گذاشت نکرے ۔
کیونکہ قاصد پر سب پیغام پہنچانا واجب ہی ۔ بعد
اسکے چیتے سے کہا کہ تیرے نزدیک اس گروہ میں
کون ایسا ہی کہ اس امر کی لیاقت رکھتا ہو ۔ چیتے

نے کہا اس کام کے واسطے سوا کلیلہ دمنہ کے بھائی کے
کوئی بہتر نہیں ہے ۔ شیر نے گیدڑ سے کہا چیتے نے
جو تیرے واسطے تجویز کیا ہے تو اس میں کیا کہتا
ہے ؟ گیدڑ نے کہا چیتا سمجھ کہتا ہے خدا اسکو جزائے
نیک دیوے اور مراد کو پہنچاوے ۔ بادشاہ نے کہا کہ اگر
وہاں جاکر ابنے جنس کی طرف میں مناظرہ کرے
جسوقت وہانسے مراجعت کریگا سرفراز ہوگا اور
انعام پاویگا ٭ ۔

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### MARATHI.

Translate into English :—

1. माझ्या मुराजवळ जो मी तुह्मास ठेवतों तो कांहीं
त्याच्या मनांत इंग्रजी विचार भरवावे ह्मणून ठेवीत नाहीं. ती
आज अल्पवयी आहे, ह्मणून फार संभाळून त्यास शिक्षण
दिलें पाहिजे. पण लक्ष्यांत ठेवा कीं, त्यास मला तुमच्या
सारखा ब्राह्मण करावयाचा नाहीं किंवा वैश्य बनवावयाचा
नाहीं. ब्राह्मण, वैश्य, म्लेंच्छ, इंग्रज इत्यादि सर्व लोकांची
विद्या त्यास समजून, व त्या सर्वांच्या कला समजून त्यास सर्वां-
बरोबर आपलें कर्तव्य बजावतां येईल अशाच सर्व गोष्टी
त्यास शिकवा. परंतु ध्यानांत ठेवा कीं, जर ह्याच्या अंगीं
इंग्रजाचा किंवा ब्राह्मणाचा किंवा दुसर्‍या कोणाचा अथवा खुद्द
तुमचा थोडा देखील गुण आलेला दिसला तर आपल्या

नोकरींत कसुर झाली असें मी समजेन॰ तुमचें एक काम हें
आहे कीं, ह्याच्या अंगीं खन्या रजपुताचे गुण भरवावे॰ हा
राजपुत्र वृद्धावस्थेमध्यें मला टेंकण्याची काठी, माझ्या राज्या-
ची आशा, माझा वंश चालविणारा माझ्या कुलाची प्रतिष्ठा
आहे, आणि तुम्ही ल्याचें शिक्षक असून नोकर आहां, आणि
हा प्रजानसून राज्य करण्यास जन्मला आहे, ह्मणून तो आप-
ल्या सर्व कर्तव्यांत दक्ष होईल, असें करा॰ २॰ या चरित्राची
भाषा अत्यंत सरळ, सुबोध, शुद्ध, मजेदार, भारदस्त, शोंकदार
आणि हृदयंगम अशी वाटते॰ वाचतानां पुस्तक हातांतून सो-
डावेंसें वाटत नाहीं॰ अर्थबोधाकरितां कोणतेंहीं वाक्य ब-
हुधा दुसर्‍यांदा वाचण्याचा प्रसंग येत नाहीं॰ प्रथम वाचतां-
नाच अर्थ भराभर मनांत भरत जातो, आणि पुनर्वाचनानें
ल्याची गोडी कमी न होतां उलट ती वाढतच जाते॰ उत्कृष्ट
ग्रंथरचनेचा हाच कस आहे कीं ल्याच्या परिशीलनानें ल्यांतील
रस जास्त अनुभवास यावा आणि ल्याची चटक अधिक लागा-
वी॰ हा कस या चरित्रास उत्तम लागतो हें ल्याच्या सर्वोत्कृष्ट-
पणाचें निर्विवाद प्रमाण आहे॰

## TAMIL.

Translate into English :—

இளமையிற் பழக்கம் முதுமையிற் சுபாவம். ஆகையால்
மாணக்கர்கள் இளமையிற்றுனே நல்ல பழக்க வழக்கங்களை
அடைதல்வேண்டும். மாணக்கர்களுக்கு எற்றவையென எனக்

குத் தோன்றும் பழக்க வழக்கங்களே இங்கே சுருக்கமாகக் கூறு
கிறேன். அந்தந்தக் காரியத்தை அததற்கேற்ற காலத்திற்
செய்க. ஊக்கமுடைமையே ஆக்கத்துக்கு இன்றியமையா
தாதலால் ஊக்கமது கைவிடேல். குறித்த வேலேயைக் குறித்த
வேளேயிற் செய்யப் பழகு. வைகறைத்துயிலெழு. எல்லாம்
அறிந்தானுமில்லே, யாதொன்றும் அறியாதவனுமில்லே; ஆத
லால் எதிர்ப்படும் ஒவ்வொருவரிடத்திலும் ஏதாவது கற்றுக்
கொள்ளும் நோக்கம் உள்ளவனுட இரு. செய்வன திருந்தச்
செய். அடக்க முடையவனுருகும்படி இடைவிடாது முயல்.
எந்த விஷயத்தையும் மூற்ற முடிய ஆராயாமல் முடிவு செய்
யற்க. விடாமுயற்சி யில்லாவிடின் இவையினேத்தும் பயன்
படா. நன்காராய்ந்து கையிட்ட வேலேயை நாட்கு நாள் வாரத்
துக்கு வாரம் இடையருதது தொடர்ச்சியாகச் செய்வதே விடா
முயற்சியாம். இன்னின்னுர் இன்னின்ன முறையால் உழைத்
துப் பிரசித்தி பெற்றுர்கள், நானும் அவ்வாறு முயன்றுல்
கீர்த்தி யடையலாம் என்ற எண்ணமின்றி, ஒருவன் ஒரு வேல
யை மேற்கொண்டு, சில தினத்தில் அதில் ஙரிடம் அற்ப சங்
கடத்தால் அதைக் கைவிடெவதுண்டு. பின்வருகிற திருட்டாங்
தம் இசற்குத் தருகிறேன். ஒருவன் பழைய இலக்கியங்க
ளூக் கற்கத் தொடங்கிச் சில நாள் சழியுமுன் நண்பனெரு
வன் வந்து அவனே நோக்கி, "பழைய விஷயங்களேயும் வழக்
காற்ற சொற்களேயும் படித்து என் காலத்தை வீணிற் சழிக்
கிருய்? புதிய விஷயங்களேயும் புதிய நூல்களேயுங் கற்பதே
நன்று" என, அவன் அதை விட்டெக் கணித சாஸ்திரத்தின்
உயர்ந்த துறைகளேக் கற்கத்தொடங்கினென். இதையறிந்து
இன்னெரு தோழன் போய், "நீ ஒரு கலாசாலேயில் கணித
பண்டிதனுகும் எண்ணங்கொண்டால் இந்த நூல்களேக் சற்க
லாம்; உன் வாழ்நாட்குரிய சாதாரண காரியங்களுக்கு நாடெல்
லாரும் கற்றிருக்கிற சணிதஞானமே போதும்; அதற்கு மேற்
பட்டதெல்லாம் வியர்த்தமாய் முடியும்" என அவன் அதற்கும்
இணங்கி வேரென்று கற்கத் தொடங்கினென். இவ்வாறு
அவன் வாழ்நாள் முழுவதும் ஒன்றைத் தொடங்குவதும் மாற்
றுவதுமாய் யாதொரு பயனுமின்றிக் சழிந்ததுமன்றி, எந்தத்
தொழிலிலும் பிரவேசித்துப் பயன்பெற இயலாதவனுமாய்ப்
போய்விட்டான். விடாமுயற்சியினுல் சிலர் ஆச்சரியசரமான
காரியங்களேச் சாதித்துப் பெரும்பெயர் படைத்திருக்கிருர்கள்.
ஆகவே மேற்சொன்ன பழக்க வழக்கங்களே அனுசரிப்பதுடன்,

ஒரு மாணுக்கன் சலியா முயன்சியாய் மேற்கொண்ட இடையூறு
ஈனுர்க்கு இடையாமல் ஒழுகிருல் சில வருஷத்தில் எவ்வாறும்
மெய்ச்சம்பட்டியான உச்ச பதவியை அடைவான் என்பதற்குச்
சந்தேகம் இல்லை.

## TELUGU.

Translate into English :—

హిందూదేశములలోఁ ఎక్కుండ్రకు దేశాభిమానము లేదు.
జాతిపట్టుదలచేతను మతద్వేషములచేతను పూర్వకాలమునుండియు
జనులలో పలుభాగము లేర్పడి యైకమత్యము నశించి పరస్పరాభి
మాన ముంషవలయయు నన్నమాటయైనను స్మరణకు రాక యుండెను.
ఇప్ప డిప్పుడు పాశ్చాత్యవిద్యాభ్యాసము చేసి నాగరకాగ్రగణ్యు
లయినవారిలోను కొందఱియందు మాత్రమే నిజ మైనదేశాభిమానము
పొడసూపుచున్నది. నాగరకులై యున్నవారికి సంతతము పూర్వము
మనదేశములో నున్నది దురాచారమయినను సదాచారమయినను
దానిని నిలువ బెట్టుటకై ప్రయత్నించుటయే దేశాభిమాన మనువిపరీ
తాభిప్రాయము కలిగి యున్నది.   అందుచేతనే యెట్టివాపు దేశము
యొక్కు క్షేమమునకై యెంవన్నైన నించుక పూర్వాచారవిరుద్ధ మైన
యాచరణమును డెచ్చుటకయి యత్నము చేయునో వానిక విఘా
తము గలిగించి యట్లు చేయుటయే తమకు గౌరవ మనుకొని సంతో
షించుచున్నారు.  నిజ మయినదేశాభిమానము గలవాఁ డెల్లప్పుడును
జనసామాన్యముయొక్క మేలునే చింతించుచు నిది పూర్వము మన
దేశములో నున్న దా లేదా యను విచారమును దూరము చేసి యిది
మనదేశమునకు క్షేమకరమా నష్టికరమా యని యాలోచించి నష్టి కర
మైన దని యేర్పడినయెడల పూర్వ ముస్నదాని నైనను మాన్పుటకును,
లాభకరమయిన దని తేలినపత్తమున క్రొత్తదాని నైనను వెలయించు
టకును, పాటుపడవలయును.  వాస్తవముగా దేశాభిమానము గల
వాఁడు ఎల్లజనులయభివృద్ధియందును శ్రద్ధ యుంపవలయును ; తాను
జేరియున్న జాతివాఁయొక్కయు మతము వాఁయొక్కయు నభివృద్ధిని
మాత్రమే కోరుము తక్కినవారి నడఁగఁ ద్రొక్కుటకై ప్రయత్నింప

రాదు.   వాని ప్రయత్న మంత్రయు దేశములో సాధ్య మయినంత మందికి సాధ్యమయినంత సౌఖ్యమును గలిగించుటకై యుండవల యును.   కాబట్టి మనవారెల్లను స్వప్రయోజనపరత్వమును వదలి పెట్టి హిందువుల మయినందున మన మీదేశమునకు జేయవలసిన కార్యమును తెలిసికొని దానిని నిర్వహించుటకు వలయుసాధనము లను సంపాదించి యాకార్యమును పూనికతో నెఱవేర్పవలయును. మనదేశమును మంచిదశకు దెచ్చి లోకములోని ప్రసిద్ధదేశములలో నొకటిగా జేయవలయు నన్నచో, మొట్టమొదట సామాన్యజనుల యొక్క స్థితిని బాగు చేయనలయును.   పుణ్యవశమన హిందూదేశ మిప్పుడు న్యాయైకావలంబ లఘుహూణప్రభుత్వమువారిపాలనలో నున్నందున, వాగు పూనికతో జనసామాన్యముయొక్క క్షేమమును విచారించుటచే దేశమును మంచిదశకు దెచ్చుచున్నారు.   జనుల స్థితిని బాగుచేయుటకై మందుగా వారియం దున్నమూఢతను తొలగ గింపవలయును, అందులకు విద్య తప్ప వేఱు సాధనము లేదు గనుక సమస్త జాతులవాఌికిని విద్య నేర్పింపవలయును.

## KANARESE.

Translate into English :—

ಸೊಣವು ಇವುವವೇಗೂ ನಿರುವದ್ಭವವಾದ ಕ್ರಿಮಿಯೆಂದು ಭಾವಿ ಸಲ್ಪಟ್ಟಿತ್ತು. ಆದರೆ ಈಚೆಗೆ ಅದು ರೋಗಜನಕವಾಗ ಬಹುದೆಂಬ ಸಂ ಗತಿ ತಿಳಯ ಬಂದುವರಿಂದ ಮನೆಗಳಲ್ಲಿ ಅವು ಹೆಚ್ಚದಂತೆ ಮಾಡುವುದು ಉತ್ತಮ. ಸೊಣವು ನೋಟಕ್ಕೆ ಅಗಣ್ಯವಾವುದಾದಾಗ್ಯೂ, ಶಕ್ತಿ ಸಾಮ ರ್ಥ್ಯದಲ್ಲಿ ತನ್ನ ಗಾತ್ರಕ್ಕೆ ಅತಿ ಮಿಗಿಲಾದುದು. ಇವರ ವಿಷಯವಾಗಿ ಒಬ್ಬ ಮಹಾಕವಿಯು ಹೇಳಿರುವುದೇನೆಂದರೆ : " ಪೂರ್ವದಲ್ಲಿ ಕೆಲವರು ಶತ್ರುಗಳನ್ನ ಜಯಿಸುವುದಕ್ಕೆ ತವಗೆ ಸಿಂಹದಂಥ ಪೌರುಷವು ಬೇಕೀ ಲ್ಲವೆಂಮೂ, ನಿರ್ಭಯ, ನಿರ್ದಾಕ್ಷಿಣ್ಯವುಳ್ಳ ಸೊಣದ ಶಕ್ತಿಯು ತವಗೆ ಸಾಕೆಂದೂ ದೇವರನ್ನು ಪ್ರಾರ್ಥಿಸಿದರು. ಸೊಣಕ್ಕೆ ಸ್ವಾತಂತ್ರ್ಯ ಹೆಚ್ಚು. ಆದಕ್ಕೆ ಮುಲ್ಯಾದೆ ಇಲ್ಲ. ಇವನು ಧೊರೆ, ಇವನು ಬಿಕ್ಷುಕನೆಂಬ ಮುರ್ಯಾ

ದೆಯೂ ಎಳ್ಳಷ್ಟಾದರೂ ಇಲ್ಲ. ಆದು ಎಲ್ಲಿಗೆ ಹೋಗಲಿ, ಯಾವಾಗಲೂ,
ಎಲ್ಲರಲ್ಲಿಯೂ ಆಶಂಬ್ರಷ್ಟೆತ್ವ, ಸ್ವಾರ್ಥಪರಾಯಣತೆ, ನಿರಂಕುಶತ್ವವನ್ನು
ಕ್ಷೆದ್ದಾಗಿ, ಜಗತ್ಸೃಷ್ಟಿಯೇ ತನಗೀಶ್ವರ ಅದಂತೆ ನಿರ್ಲಜ್ಜೆಯಾಗಿರು
ವುದು. ಮಿಠಾಯಿ ಅಂಗಡಿಯಿಂದ ಕಟುಕರ ಅಂಗಡಿಗೂ, ಅಲ್ಲಿಂದ
ಒಂದು ಪ್ರಾಣಿಯ ಗಾಯದವೇಲೂ, ಅಲ್ಲಿಂದ ಆಹಾರ ಸಾಮಗ್ರಿಯ
ವೇಲೂ, ಹಾರುತ್ತಾ ಸ್ವೇಚ್ಛೆಯಾಗಿ ಆಕಾಶದಲ್ಲಿಯೂ, ಕೊಡಿಗಳಲ್ಲಿ
ಯೂ ತಿರುಗುತ್ತಾ, ಝೋಂಕಾರ ಶಬ್ದವನ್ನು ಮಾಡ:ತ್ತಾ ಸಿಕ್ಕಿದವರ ವೆತ್ತ
ವೇಲೆ ಕುಳಿತುಕೊಂಡು ಜಂಝ್ಮೆ.ತ್ತಾ, ತಿನ್ನುತ್ತಾ ವಿಹಾರಗೈಯುಂತ್ತ.ದೆ."
ಈ ಕವಿಯು ವೆಜ್ಚ್ಮೆ.ವಂತೆ ಇದರ ಸ್ವಾತಂತ್ರ್ಯವು ವೆಜ್ಚ್ಮೆ.ಲ್ಪದೆತ್ಕ್ಯದ್ಬಾ
ದಾಗ್ಯೂ, ಇದರಿಂದ ಉಂಟಾಗುವ ಕೆಡಿಕೆ ಜನರು ಇನ್ನುಮುಂದಕ್ಕೂ
ಕಣ್ಣು ಮುಚ್ಚಿ ಕೊಂಡಿಸುವುದಕ್ಕೆ ಆಗುವುದಿಲ್ಲ. ಸೊಳ್ಳೆಯಂತೆ ಕೊಳವೆ
ಯಿಂದ ವಿಷವನ್ನು ಇದು ಹರಡೆ ಇದ್ದಾಗ್ಯೂ, ಸಿಕ್ಕಿದ ಪದಾರ್ಥಗಳ
ವೇಲೆ ಕುಳಿತುಕೊಳ್ಳುವುದರಿಂತ ತನ್ನ ಕಾಲಿಗೆ ಅಂಟಿಕೊಂಡ ಆಣುಗ
ಳನ್ನು ಒಂದರಿಂದೊಂದಕ್ಕೆ ಹಾಯಿಸಲುಳ್ಳೆದ್ದು. ಆ ಅಣುಗಳು ಎಂಥ
ವಾದವೂ ಆಗಿಂಬಹುದು. ದೇಶಕ್ಕೆ ವಿಶೇಷಭ್ಯವುಂಟಾಗತಕ್ಕವಾದರೆ,
ಅನ್ಯಗಳಿಂದ ಅನೇಕವೇಳೆ ಕೇಡಿಂತಾಗುವುದು. ಹುಣ್ಣಿ ನವವೇಲಾಗಲೇ,
ಕೊಳಕು ವಾಂಸವವೇಲಾಗಲೇ, ಹೇಸಿಗೆ ಗೊಬ್ಬರದ ವೇಲಾಗಲೇ
ಕುಳಿತಿದ್ದ ಅಲ್ಲಿಂದ ನೇರಾಗಿ ಮನುಷ್ಯರ ಶರೀರದವೇಲೆ ಕೂರುಂವುದ
ರಿಂದ ಆದರ ಸೊಂಕನ್ನು ಹರಡುವುದು. ಮತ್ತು ಒಬ್ಬರ ಶರೀರದವೇಲಿ
ನಿಂದ ಮತ್ತೊಬ್ಬರ ಶರೀರದ ವೇಲಕ್ಕೆ ಹಾರಿ, ಈಜಿಪ್ತ್ಯದೇಶದಲ್ಲಿ ಮುಂ
ಳಂನೊಣಗಳು ಕಣ್ಣು ನೋವವನ್ನು ಜನರಲ್ಲಿ ಹರಡುವಂತೆ, ನವಂಣ ನೋಣ
ವೂ ಸಹ ರೋಗವನ್ನುಯಿಂವಮೂಡಬಲ್ಲದು. ನೊಣವು ಸ್ವಭಾವಿಕವಾ
ಗಿಯೂ ಆಶುಚಿಪ್ರಾಣಿಯು. ಉಷ್ಣ ಕಾಲದಲ್ಲಿ ಕೊಳೆಯುವ ಪದಾರ್ಥ
ಗಳ ಬಳಯಲ್ಲೂ, ಆಶುಚಿಯುಳ್ಳ ಜನರಬಳಯಲ್ಲೂ ತಂದೋಪ ತಂಡ
ವಾಗಿ ವೃದ್ಧಿಯಾಗುವುದು. ಲಕ್ನೋ ಪಟ್ಟದ ಮುಂತ್ತಿಗೆಯಲ್ಲಿ ಸತ್ತ
ಕುದುರೆಗಳನ್ನು ಹೂಳದಿರಲು, ಆ ಶವಗಳವೇಲೆ ನೊಣಗಳು ದಂಡು
ದಂಡಾಗಿ ಉತ್ಪನ್ನವಾಗಿ ಬಹುಕಾಲ ಅಲ್ಲಿ ವಾಸಿಸುವುದಕ್ಕೆ ಆಸಾಧ್ಯವಾ
ಗಿತ್ತು. ನೊಣಗಳು ಖಾಯಿಲೆಯವವನ್ನು ಪೀಡಿಸುವುದು ಹೆಚ್ಚು.

ಅದೆಲ್ಲಿಯೂ ಕೇಳ್ಕಾದ ರೋಗಿಗಳ ಬಾಯಿಯಾ ಹತ್ತರವೂ, ಅನ್ನ ಪಾನಾದಿಗಳಟ್ಟಿರುವ ಪಾತ್ರೆಗಳ್ ಸಮೀಪದಲ್ಲಿಯೂ ಬಹಳಮಾಗಿರುವ್ಪುವು. ಬಂಗೆ ಕೇಳ್ಕು ಪದಾರ್ಥವೂ, ಅನಾರೋಗ್ಯವಾದ ಪದಾರ್ಥವೂ, ರೋಗ ಜನಕವಾದ ಪದಾರ್ಥವೂ, ನಿರ್ಮಲವಾಗಿಯೂ, ಆರೋಗ್ಯವಾಗಿಯೂ ಇರುವವ್ಪುಗಳಿಗೆ ತಗೆಲ್ದರೆ ಅದರಿಂದ ರೋಗ ಹರಡುವ್ಪುದೆಂದೂ, ಈ ಹರ ಡುವಿಕೆಗೆ ಹೇತುವಾದ ಸೊಣವೇ ಮಂಞ್ಚುಕಾರಣವೆಂದೂ ಹೇಳ್ವಪ್ಪುದು ನಿಷ್ಕಾರಣವಲ್ಲ.

## MALAYALAM.

Translate into English :—

മത്സ്യമരു എന്ന വിളിക്കപ്പെട്ടന്ന പ്രദേശം സസ്യങ്ങൾകൂടെ വൃക്ഷ ലതാദികൂടാക്കൂടെ വളരാത്തതും പ്രാായേണ വെള്ളം ഇല്ലാത്തതും അറി വളരെ വീസ്സീണ്ണുമായ മണൽ പ്രദേശം ആകുന്നു. എന്നാൽ ചില മത്സ്യമരുകളുടെ നടുവിൽ ഉറവുകൾ ഉണ്ടു; ഒരു വിധം ജലമുള്ളതായ മാഗ്ഗങ്ങളിൽ സസ്യങ്ങളും ചെടികളും കാണപ്പെടുന്നു. അതുകൊണ്ടെ ഒരു ഭാഗങ്ങൾ "ശാദ്വല പ്രദേശങ്ങൾ" എന്നു വിളിക്കപ്പെടുന്നു; ഉറ വുകൾ തമ്മിൽ വളരെ അപൂട്ടങ്ങളായും ഉണെള്ളരെയായും ഇരിക്കുന്നു; അതുകൊണ്ടു യാത്രക്കാർ പലപ്പോഴും ദാഹത്താൽ പീഡിതന്മാാരായി ത്തീരുന്നു. മത്സ്യമരുവിൽ കൂടി യാത്രചെയ്യുന്നവർ അനുഭവിക്കുന്നതായ കഷ്ടം ജല ദൗല്ല്ഭ്യം കൊണ്ടുണ്ടാകുന്നതു മാത്രമല്ല. ചിലപ്പോൾ അവക്ക് മാഗ്ഗഭ്രംശം വരികയും ചെയ്യുന്നു; കാരണം, വഴിയാത്രക്കാർ ഏതുമാഗ്ഗത്തൂടെ പോകേണം എന്നു കണിക്കാൻ വേണ്ടി മുറ്റു സൂചന ചിഹ്നങ്ങളോ ലക്ഷ്യങ്ങളോ ആ പ്രദേശത്തിൽ ഇല്ല; ഒരു മരക്കലിൽ കൂടി നല്ല ചെമ്മുവഴികൾ ഉണ്ടാകുന്നത അസാധ്യമാകുന്നു. അങ്ങിനെ വല്ലതും ഉണ്ടാക്കപ്പെട്ടാൽ കാററടിച്ചു മണൽകൊണ്ടു മൂടി പ്പോകും. ചിലപ്പോൾ ചുഴലിക്കാററടിച്ചു മണലിനെ സ്ഥംഭാകാര മായിപ്പൊക്കി ഘൂടിഭേഷ്ഠംകൊണ്ടെ ആ പ്രദേശത്തെ മൂടുകയും ചെയ്യു ന്നു. പിന്നെ ഒരു രേണക്കൽ മഴയുടെ പ്രകൃതത്തിൽ വഞ്ഞിച്ചു അപ്പ നിമിഷങ്ങൾകൊണ്ടിൽ കച്ചവടചരക്കുകളോടെ കൂടി വഴിയാത്രക്കാ രെയും കതിരകക്കിയും ഒട്ടകങ്ങളെയും മണൽ കന്നുകളുടെ അടിയി

ലാക്കീ ജീവനോടെ മുടന്നു.  ഠരം വിധം മണലാരണ്യങ്ങൾ ആസ്യാ ൦
ഭൂഖണ്ഡത്തിലും ആഫ്രിക്കാ ഭൂഖണ്ഡത്തിലും കാണപ്പെടുന്നു.  ആസ്യാ ൦
ഭൂഖണ്ഡത്തിൽ ചേന്ന അറബിരാജ്യം മരുപ്രായം ആകുന്നു ; ഇതിൽ
ഉള്ള നിജ്ജലപ്രദേശങ്ങളിൽ സ്ഥിരവാസികളായ ജനങ്ങളില്ല ; എ
ന്നാൽ ദേശാടനം ചെയ്യുന്ന അറാബികൾ പലപ്പോഴും ഇവിടങ്ങളിൽ
ചെല്ലുന്നുണ്ടു ; സ്ഥിരവാസസ്ഥലം ഇല്ലാതെ ഇക്കൂട്ടർ പതിവായി കൂടാ
രങ്ങൾ കെട്ടിത്താമസിക്കുന്നു ; ഇവർ ഒരു ശാദ്വലപ്രദേശം വിട്ടു
മറൊാന്നിലേക്കു പോകുമ്പോൾ ഠരം കൂടാരം എല്ലാം എടുത്തുകൊണ്ടു
പോകുന്നു ; ഇവർ ഒരേസ്ഥലത്തു തന്നെ ദീഘ്കാലം വസിക്കയില്ല ;
ഇവക്കു അവശ്യ സഹായികളായി ഒട്ടകങ്ങൾ കൂടാതെ ഭൂലോകത്തിൽ
ഉള്ളതിൽ ചെച്ച ഏററവും വേഗ്വും സൌന്ദയ്യ്വുമുള്ള കുതിരകളും
ഉണ്ടു.   ചില മരുഭൂമികളിൽ മുഗതൃഷ്ണയെന്നു പറഞ്ഞുവരുന്ന ഒരു ഭ്രഷ്ടി
വഞ്ചകക്കാഴ്ച പലപ്പോഴും കാാണാകുന്നു.   സീമാാധിഹീനമായ വിസ്തൃ
തമണ്ടൽ പ്രദേശത്തിൽ ജലപരിപൂണ്ണമായ സരസ്സുകളും തടാകങ്ങ
ളും പാന്ഥന്മാരുടെ ദൃഷ്ടിക്കെതിരായി ചക്രവാളത്തിൽ കാണപ്പെടുന്നു.
ഉണങ്ങി വറണ്ട മരുഭ്രമിയിൽ കൂടെ ദീഘ്യാത്രുചെയ്തതിനാൽ മുമ്പു
തൎന്നേ ക്ഷീണിച്ചിരിക്കുന്ന പാന്ഥൻ  ദാഹം ശമിപ്പിപ്പാനായി അത്യാ ൦
ഗ്രഹത്തോാട്ട കൂടി ചെല്ലുന്നു.   എന്നാൽ തനീക്ക നിരാശജനിപ്പിക്ക
ത്തക്കവണ്ണം ആ സരസ്സുകളും തടാകങ്ങളും പിൻവാങ്ങിയതായിക്കാ
ണുന്നു.

## URIYA.

Translate into English:—

ଏଶ ଉତ୍ତରେ ୮୮୭ ଅକ୍ଷର ଏପ୍ରିଲ ମାସରେ ରୁଷିୟା
ଫ୍ରାନ୍ସ ବରୁବରେ ଯୁଦ୍ଧଘୋଷଣା ପ୍ରକ୍ର କଲ । ୟୁଦ୍ଧଂ ନେପୋଲ-
ଅନକୁ ପୁନର୍ବାର ରଣକ୍ଷେତ୍ରରେ ଅବତୀର୍ଣ ହେବାକୁ ପଡ଼ଲ ।
ତାଙ୍କର ଅଦେଶ କ୍ରମେ କ୍ଷୁଦ୍ର ସମ୍ରାଜ୍ୟ ମଝରେ ପାଞ୍ଚଲକ୍ଷ ସୈନ୍ୟ
ସଂଗୃହୀତ ହେଲେ । ଏପର ଭୟଙ୍କର ସମରସଜ୍ଜା ଉଭୟପକ୍ଷ
ମହାଦେଶରେ ପୂର୍ବେ କଦାପି ଦୃଷ୍ଟି ଗୋଚର ହୋଇ ନ ଥିଲ ।

C—9

ନେପୋଲିଅନ୍ ଅକଥ୍ୟପୂ ଅଡମ୍ର ସହକାରେ ପାସ୍ତଡଗଡ଼ରୁ
ନଷ୍ଟଲୀନ୍ ହେଲେ । ଇଉରୋପ ମହାଦେଶର ଅଧ୍ଵକାଂଶ ସ୍ୱଜନ୍ୟ-
ବର୍ଗ ଡାହାଙ୍କର ପ୍ରସାଦାର୍ଥୀ ହୋଇ ପଥମ୍ଘରେ ଡାଙ୍କ ସଙ୍ଗରେ
ସାକ୍ଷାର୍ କଲେ । ଡାକୁ ଦେଖିବା ନିମନ୍ତେ ଲକ୍ଷଲକ୍ଷ ନରନାରୀ
ଗ୍ରାମ ନଗର ଉଦ୍ୟାଗକରୁ ମାର୍ଗମଧ୍ୟରେ ଅକୁଲଭବରେ ପ୍ରତୀକ୍ଷା କରି
ରହି ଥିଲେ ।

ରୁସିଅଦେଶ ମଧ୍ୟରେ ନେପୋଲିଅନ ସୈନ୍ୟବର୍ଗ ସହିତ
ପ୍ରବେଶ କରି ଦେଖିଲେ ଯେ ସମୁଦ୍ର ଦେଶ ବଧ୍ୟତ୍ୟ ହୋଇଅଛି ।
ଚତୁର୍ଦ୍ଦିଗରେ ଦଗ୍ଧ ନଗର, ବନସ୍ତ ଶସ୍ୟାଗାର ଏବଂ ଶସ୍ୟସ୍ଥାନ
କ୍ଷେତ୍ର ଡାହାଙ୍କର ଦୃଷ୍ଟିଗୋଚର ହେଲ । ରୁସିଆର ସମ୍ରାଟ ଜାଣି
ଥିଲେ ଯେ ସମରକ୍ଷେତ୍ରରେ ସେ କଦାପି ନେପୋଲିଅନଙ୍କ ସମକକ୍ଷ
ହୋଇ ପାରିବେ ନାହିଁ । ତେଣୁ ସେ ବୁଝିଥିଲେ ଯେ ତନ୍କା-
ଲୀନ ଶୀତର ଭୀଷଣ ପ୍ରାଦୁର୍ଭାବ ଏବଂ ଖାଦ୍ୟସାମଗ୍ରୀର ଅଭାବରେ
ନେପୋଲିଅନଙ୍କ ସୈନ୍ୟ ବିଶେଷରୂପେ ଅର୍ଦ୍ଦିତ ହେଲେ, ସେ
ସେମାନଙ୍କୁ ନିଜ ସୈନ୍ୟଦ୍ୱାରା ପରିବେଷ୍ଟନ କରି ସହଜରେ ସମ୍ପୂର୍ଣ୍ଣି-
ରୂପେ ସଂହାର କରିବେ । ଏହି ବଶ୍ୟାସରେ ରୁସିୟାର ସୈନ୍ୟବର୍ଗ
ଶତ୍ରୁ ଅଗରୁ ପଲାୟନ କରିଥିଲେ । ପଲାଇବାବେଲେ ସେମାନେ
ନଗରମାନ ସମ୍ପୂର୍ଣ୍ଣିରୂପେ ଦଗ୍ଧକରି ଦେଇ ଯାଇ ଥିଲେ । ସୁତରାଂ
ଫ୍ରାସୀସ ସୈନ୍ୟବର୍ଗଙ୍କୁ ଅଡ ଭୟଙ୍କର କଷ୍ଟ ଅନୁଭବ କରିବାକୁ
ହୋଇଥିଲ । ଲକ୍ଷଲକ୍ଷ ଫ୍ରାସୀସ ସୈନିକ ସେହି ଭୀଷଣ ଦେଶ-
ମଧ୍ୟରେ ଯାତ୍ରା କଲ୍ଲବେଲେ ପଞ୍ଚତ୍ୱ ପ୍ରାପ୍ତ ହୋଇଥିଲେ । ୧୮୧୨
ଅବ୍ଦର ସେପ୍ଟେମ୍ବର ମାସ ସାତ ତାରିଖ ଦିନ. ଉଭୟପକ୍ଷ ବରୋଡିନା
ନାମକ ସ୍ଥାନରେ ପରସ୍ପରର ସମ୍ମୁଖୀନ ହେଲେ । . ଏହି ଯୁଦ୍ଧରେ

ଥାଏ ଏକଲ୍ଷ ଲୋକ ନିହତ ହୋଇଥିଲେ । ଏଥରେ ଫ୍ରଶି-
ସମାନେ ବଡ଼ବ୍ୟୀ ହେଲେହେଁ ଅତ୍ୟନ୍ତ ଶଙ୍କିତ ହୋଇଥିଲେ ।
ରଣକ୍ଷେତ୍ର ଛୁଡ଼ା ଅଉ କିଛି ସେମାନଙ୍କର ହସ୍ତଗତ ହୋଇ ନ
ଥିଲା । ଏଥିଉତ୍ତାରେ କେପୋଲ୍ ଅନ ନିଜ ସୈନ୍ୟବର୍ଗସହ ରୁଧି-
ପୁର ପ୍ରାଚୀନ ରାଜଧାନୀ ମଧ୍ୟେ ନଗର ଅଭିମୁଖରେ ଯାତ୍ରା କଲେ ।

## FRENCH.

Translate into English :—

A trois heures de l'après-midi, le général se présenta devant le
front du 1er bataillon, et leur adressa ces mots : "Mes amis, deux
régiments viennent de lâcher pied : montrez à ces lâches comment
les hommes de cœur savent se battre ; vive les Zouaves !" Le cri de
" Vive le général " fut la réponse. On déploya immédiatement les
compagnies en tirailleurs vers un bois fortement occupé par l'artil-
lerie et l'infanterie Prussiennes ; le feu étant trop meurtrier, le
général ordonna d'enlever la position à la baïonnette. Ce fut un
moment magnifique, lorsque le général, le colonel, et M. de Ferron
s'avancèrent au petit trot de leur cheval, à travers une grêle de
balles, suivis au pas de course par tout le bataillon. Le bois fut
litteralement enlevé d'assaut : vous dire la boucherie serait chose
impossible ; les Zouaves frappaient comme dans du beurre, sans
compter les coups de fusil qu'ils distribuaient libéralement. Le
bois était pris, on avait déja fait des centaines de prisonniers, une
mitrailleuse était en notre pouvoir, et l'on allait emporter d'assaut
le village. C'est alors que les Prussiens, s'apercevant de notre
petit nombre, lancèrent sur nous plusieurs régiments de renfort.
L'infanterie, qui nous voyait engagés, refusa de nous soutenir ;
l'artillerie, qui devait nous appuyer, n'avait plus de munitions : il
fallut battre en retraite. Ce fut un désastre épouvantable ; on eût
dit une faux qui tranchait des épis ; les mitrailleuses, les balles, les
obus, tout cela venait de tous côtés. Que de victimes ! il serait
trop long de les énumérer ; on ne marchait que sur des corps. Sur
quatorze officiers, trois seulement revinrent au camp le soir : jugez
de la proportion ! Si seulement le mouvement avait été appuyé,
c'était une splendide victoire, et sans doute l'armée de la Loire ne
serait pas aujourd'hui en pleine déroute. Le deuxième bataillon
peut-être aurait suffi. Malheureusement, tandis que nos camarades
se faisaient bravement tuer, nous étions dans une position qui nous
avait été assignée, comme étant des plus perilleuses ; mais notre
rôle se borna à soutenir l'artillerie, sans tirer un coup de fusil.

I. Paraphrase :—

आदित्यः कृतकृत्य एव भविता सीतापतेरीदृशं
साहाय्यं विरचय्य कीर्तिमतुलामादित्सुना सूनुना ।
इत्यालोच्य तदा किल स्वयमपि ख्यातिं महीतुं परां
लङ्कायां रघुनाथदूतसरणौ चन्द्रेण दीपायितम् ॥

II. 1. To what race did Dushyanta belong?  Which was his
capital?  Is there any reference to indicate the exact locality of
Kanva's hermitage? 2. What is the object of Kālidāsa in introduc-
ing Durvāsas in the play?  3. Mention the different kinds of
marriage.

III. 1. Explain with full reference to the context:

(a) यात्येकतोऽस्तशिखरं पतिरोषधीना-
माविष्कृतोऽरुणपुरःसर एकतोऽर्कः ।
तेजोद्वयस्य युगपद्व्यसनोदयाभ्यां
लोको नियम्यत इवात्मदशान्तरेषु ॥

(b) सीताभिधानकमलां प्रभवे प्रदातुं
लङ्कार्णवं क्षुभितसैन्यतरङ्गभीमम् ।
वेधा ममन्थ किल रज्जुभुजङ्गराज-
भोगावृतेन पवनात्मजमन्दरेण ॥

(c) तस्मान्नास्मि विपक्षोऽद्य सपक्ष इति मां भज ॥

(d) इदं तत्प्रत्युत्पन्नमति स्त्रैणमिति यदुच्यते ॥

(e) सशीनुकूलइव सूर्यकान्तास्तदन्यतेजोऽभिभवादुमन्ति ॥

(f) कृतयोर्भिन्नदेशत्वाद्बुद्धीभवति मे मनः ।

पुरः प्रतिहतं शैलैः स्रोतः स्रोतोवही यथा ॥

(g) अर्कस्योपरि पतितं च्युतमिव नवमालिकाकुसुमम् ॥

(h) ध्रुवं स नीलोत्पलपत्रधारया

समिल्लितां छेत्तुमृषिर्व्यवस्यति ॥

(i) देव तस्याः प्रतिष्ठासूनसूनाशोकपालितान् ।

मुद्रयित्वा प्रपन्नोऽहं लवदभिज्ञानमुद्रया ॥

2. Scan (e) and (h) in the above and name the metres in which they are written.

IV. 1. To what do the following refer:

(a) सूर्येन्दुपावकमहांसि तपोबलेन

जित्वा यथेच्छमभिषिक्तमिवान्धकारम् ॥

(b) दुर्वृत्तक्षत्रवंशवनपवनसारथिः ॥

(c) मूर्तो विघ्नस्तपस इव ॥

(d) खलोक्तिरेऽपि कलिन्दशैलतनयाकल्लोलशङ्कावहा ॥

2. What are illustrated by the following:—

(a) न प्रभातरलं ज्योतिरुदेति वसुधातलात् ॥

(b) तमस्तपति घर्मांशौ कथमाविर्भविष्यति ॥

V. 1. Hanuman is compared to (a) त्रिविक्रम, (b) सूत्रधार and (c) अक्षशोण्ड. Briefly state the points of comparison in each case.

2. तस्माक्कासितरावणे रघुपतो यात्रा मम श्रेयसी ॥
Mention the arguments adduced in support of this state-
ment. 3. सीतालतायाब्रिजटा जटाभूत्—How is the metaphor
maintained? 4. प्रत्यर्पितन्यास इवान्तरात्मा—What does the न्यास
refer to? 5. न केवलं मामहरद्रुरोत्मा—What else? 6. रम्याणि
वीक्ष्य मधुरांश्च निशम्य शब्दान्पर्युत्सुको भवति यत्सुखितोऽपि
जन्तुः ॥—How is this accounted for by the poet?

VI. Explain the allusions contained in:— 1. शतमन्युरुपेतम-
न्युरासीत् ॥ 2. सागरेण कृतघ्नेन ॥ 3. शाखामृगे च भवतः
प्रतिकूलवालें ॥

VII. What is meant by the following words and expressions:—
1. उदारः कल्पः । 2. वैधेयः । 3. मुस्ताक्षतिः । 4. किंपुन-
रिमामतिसन्धाय लभ्यते ।

VIII. Quote passages from your text parallel to:

1. मनःप्रवृत्तिसन्दिग्धे प्रमाणं हि महात्मनाम् ॥

2. श्लाघ्यो वरोऽसौ तनया तवेयं क्षीरन्नभूता सदृशो हि योगः॥

3. नारीणां चिरवासो हि बान्धवेषु न रोचते ॥

IX. 1. Give the vigraha of अनोकह, पादप, अजथ्या, वनोकस्,
प्रत्यहम्, पारावार, ऋषिकल्प, जीवग्राहम्, त्रैलोक्य, निःश्रेयस,
and अहंप्रथमिका. 2. What part of the verb is each of the
following:—

अवज्निगमिषु, प्रत्याययितुम् and आदित्सुना. 3. Give two ex-
amples for each of the following samasas:—एकशेष, अव्ययीभाव,

and अ‍ङ्कसमास. 4. What changes do रात्रि and अहन्
undergo at the end of compounds? 5. Write short grammatical
notes on—बलभित्सखः, दक्षिणेन वृक्षवाटिकामालाप इव श्रूयते,
एषा शिलापट्टमधिशयाना, and पिधातुमनसाम्‍.

X. 1. Give the third person Singular:—(a) Aorist of मन्‍, दह्‍,
यम् with उप. (b) Imperfect of सिच् with नि. (c) Potential of
आप्‍. (d) Perfect of हा with वि. (e) Imperative of धा. (f) Aorist
causal of स्था and दृश्‍. 2. Explain the force of the underlined
in the following:—आनाकलीकम्‍, विनीतवेषेण प्रवेश्यानि तपोव-
नानि नाम, अपि नामेयं कुलपतेरसवर्णक्षेत्रसंभवा स्यात्‍, वीति-
होत्रसाक्त्रय, अल्मास्मि निवर्त्तयितुम् and अलं विचार्यं ॥

<center>WEDNESDAY, 3RD DECEMBER, 10 A.M. TO 1 P.M.<br/>
SANSKRIT: TRANSLATION.</center>

I. Translate into English:—

1. मेदश्छेदकृशोदरं लघु भवत्युत्थानयोग्यं वपुः
सर्वानामपि लक्ष्यते विकृतिमच्चित्तं भयक्रोधयोः ।
उत्कर्षस्स च धन्विनां यदिषवस्सिध्यन्ति लक्ष्ये चले
मिथ्या हि व्यसनं वदन्ति मृगयामीदृग्विनोदः कुतः ॥

2. नैतच्चित्रं यदयमुदधिश्यामसीमां धरित्री-
मेक्रः कृत्ना नगरपरिघप्रांशुबाहुर्भनक्ति ।
आशंसन्ते समितिषु सुरास्सक्तवैरा हि दैत्यै-
रस्याधिज्ये धनुषि विजयं पौरुहूते च वज्रे ॥

३. अन्तर्हिते शशिनि सैव कुमुद्वती मे
दृष्टिं न नन्दयति संस्मरणीयशोभा ।
इष्टप्रवासजनितान्यबलाजनस्य
दुःखानि नूनमतिमात्रसुदुस्सहानि ॥

४. यस्य त्वया व्रणविरोपणमिन्दुदीनां
तैलं न्यषिच्यत मुखे कुशसूचिविद्धे ।
श्यामाकमुष्टिपरिवर्धितको जहाति
सोऽयं न पुत्रकृतकः पदवीं मृगस्ते ॥

५. भानुस्सकृद्युक्ततुरङ्ग एव रात्रिन्दिवं गन्धवहः प्रयाति
शेषस्सदैवाहितभूमिभारः षष्ठांशवृत्तेरपि धर्म एषः ॥

६. औत्सुक्यमात्रमवसादयति प्रतिष्ठा
क्लिश्राति लब्धपरिपालनवृत्तिरेवम् ।
नातिश्रमापनयनाय न च श्रमाय
राज्यं स्वहस्तधृतदण्डमिवातपत्रम् ॥

७. महाभागः कामं नरपतिरभिन्नस्थितिरसौ
न कश्चिद्वर्णानामपथमपकृष्टोऽपि भजते ।
तथापीदं शश्वत्परिचितविविक्तेन मनसा
जनाकीर्णं मन्ये हुतवहपरीतं गृहमिव ॥

८. रजनिचरमभागे वारसीमन्तिनीनां
करतलकलिताभिर्दीपिकामार्जनीभिः ।

दिशि दिशि परिमृष्टं यत्तमस्तत्समस्तं
हृदयमवजगाहे केवलं रावणस्य ॥

9. अहमद्धांपतिकुलतिलकस्य सत्यसन्धस्य पितृनिदेशसमुप-
नतवनवासनिरतस्य शूर्पकारातिबाधितशूर्पणखाप्राप्तवैरूप्यब्रूप्य-
त्वरप्रमुखनिशिचरबलप्रलपलज्जालकल्पान्तानलकटपशिलीमुखार्य क्र-
पट्टहरिणहननसमयपरिमुषितदारान्वेषणसंजातसंग्रीवसख्यस्य समु-
त्खातवालिकण्टकस्य दुर्वृत्तक्षत्रवंशवनपवनसार्थेरतपीनिघेर्जामद-
ग्न्यस्य भुजबलावलेपलोपहेतोः श्रीमतो दाशरथेर्दूतः ॥

10. निर्णयाविषयमस्य वालतः कर्णिकारनिकुरम्बकर्बुरः ।
निर्निमेषगणभाग्यसंचयादुन्मिमेष भगवानुषर्बुधः ॥

11. रक्षस्त्रीवदनारविन्दरजनीं विश्वम्भराबर्हिणी-
वर्षारम्भदशां दशाननयशःकादम्बकादम्बिनीम् ।
वैधव्योचितवेषनिश्चितमनोलङ्घ्यावधूटीजटां
वैदेह्याञ्जिटासमां समकिरद्भूम्यां हनुमान् दिवि ॥

12. नैर्गुण्यमेव साधीयो ·धिगस्तु गुणगौरवम् ।
शाखिनोऽन्ये विराजन्ते खण्ड्यन्ते चन्दनद्रुमाः ॥

13. तापं हन्ति सुखं सूते जीवयत्युज्ज्वलं यशः ।
अमृतस्य प्रकारोऽयं दुर्लभः साधुसङ्गमः ॥

14. पातितोऽपि कराघातैरुत्पतत्येव कन्दुकः ।
प्रायेण हि सुवृत्तानामस्थायिन्यो विपत्तयः ॥

II. Translate into Sanskrit:—Dhritarāshṭra sent the Pāṇḍava princes on an excursion to the city of Vāraṇāvata, pretending that he wished them to see the beauties of that town. Meanwhile Duryodhana instigated his friend Purochana to precede them, and to build a house of lac (लाक्षा) for their reception. When the princes were asleep in this house unsuspicious of danger, he was to set it on fire. The five Pāṇḍavas and their mother left Hastināpura amid the tears of the citizens, and in eight days arrived at Vāraṇā-vata, where they were conducted by Purochana to the house of lac. Having been warned by Vidura, they soon discovered the dangerous character of the building, and with the assistance of a miner (खनक्) sent by Vidura, dug an under-ground passage, by which they were to escape. Then they devised a plan, and agreed together that an outcaste woman with her five sons should be invited to a feast, and stupefied with wine. Bhīma was then to set fire to the lac-house in which they were all assembled. This was done. Purochana was burnt, as well as the woman with her five sons, but the Pāṇḍavas escaped by the secret passage. The burnt bodies of the woman and her five sons being afterwards found, it was supposed by Duryodhana that the Pāṇḍava princes had perished in the fire, and their funeral ceremonies were actually performed by Dhritarāshṭra. Meanwhile they hurried off to the woods; Bhīma, the strong one, carrying his mother and the twins, and leading his other brothers by the hands when through fatigue they could not move on. Whilst his mother and brothers were asleep under a tree, Bhīma had an encounter with a hideous giant named Hiḍimba, whom he slew. Afterwards he married Hiḍimbā the sister of this giant, and had a son by her named Ghaṭotkacha.

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TUESDAY, 2ND DECEMBER, 2 TO 5 P.M.

LATIN: TEXT-BOOKS AND GRAMMAR.

</div>

I. 1. Decline: securis, seminecis, sanguis, abies, remex. 2. What cases are wanting in the declension of dapis? 3. Give the gender and genitive singular of: grando, imber, ictus, ilex, paries. 4. (a) Form masculine patronymics from Anchises, Iasus, Aeneas; (b) form a feminine patronymic from Nereus; (c) from what is Alcides formed?

II. 1. Write down the principal parts of the verbs to which the following belong and say what part each is: pertaesum, adfixus, irrepserint, praeusti, delibutus, renarint. 2. Give the derivation of anceps, auspicium, egregius, convicium, immunis. 3. Of what are the following words compounded: dirimo, debilis, concutio, irreme-abilis?

III. 1. What is the meaning of the following phrases: tempestiva convivia, quaestio legitima, sidus fervidum, Circaea moenia, Sabella carmina, Thyesteae preces? 2. Translate into English: (a) tabula-

rum fidem resignavit; (b) in beneficiis ad aerarium delatus est; (c) ore favete omnes; (d) ex pueris excessit. 3. Translate into Latin: (a) You must register your name before a praetor within sixty days. (b) He seemed too stern for such pursuits. (c) The soldier fights for the sake of glory at the hazard of his life. (d) The fight was fiercer than might have been expected from the number of the combatants.

IV. Give an example of each of the usual forms of conditional sentence in Latin.

V. In the following passage turn the Oratio Recta into Oratio Obliqua and the Oratio Obliqua into Oratio Recta: Tum Romanus, sinu ex toga facto, " Hic," inquit, " vobis bellum et pacem portamus; utrum placet, sumite." Sub hanc vocem haud minus ferociter, daret utrum vellet, succlamatum est; et quum is iterum, sinu effuso, bellum dare dixisset, accipere se omnes responderunt et, quibus acciperent animis, iisdem se gesturos.

VI. Translate with notes on the cases of the italicised words:—

    1. Oculos furare *labori*.
    2. Hic duo rite mero libans carchesia *Baccho*
       Fundit humi.
    3. Nunc insurgite *remis*.
    4. Et fors aequatis cepissent praemia *rostris*,
       Ni palmas *ponto* tendens utrasque Cloanthus,
       Fudissetque preces, divosque in vota vocasset.

    5. Itaque acrius de integro coortum est bellum, pluribusque *partibus*.

    6. In conspectu Alpes habeant quarum alterum latus *Italiae* sit.

VII. Translate with notes on the mood of the italicised words:—

1. Adeo varia fortuna belli ancepsque Mars fuit, ut propius periculum *fuerint*, qui vicerunt. 2. Odiis etiam prope majoribus certarunt quam viribus, Romanis indignantibus, quod victoribus victi ultro *inferrent* arma, Poenis, quod superbe avareque *crederent* imperitatum victis esse. 3. Quotiens ego hunc vidi, cum litteram scripsissot nullam, magnum numerum optimorum versuum de eis ipsis rebus, quae tum *agerentur*, dicere ex tempore !

    4. Id quod gerendis rebus *superesset*, quieti datum.
    5. Itaque latius, quam qua *caederetur*, murus ruebat.

VIII. 1. Point out the figure of speech in each of the following:
    (a) Ex his studiis haec quoque crescit oratio et facultas.
    (b) His laeta deae permulsit pectora dictis.
    (c) Finis et Gallis territandi et pavendi fuit Romanis.

    2. Explain the historical references in :
    Altera jam teritur bellis civilibus aetas,
    Suis et ipsa Roma viribus ruit.
    Quam neque finitimi valuerunt perdere Marsi
    Minacis aut Etrusca Porsenae manus,

> Aemula nec virtùs Capuae nec Spartacus acer
> Novisque rebus infidelis Allobrox,
> Nec fera caerulea domuit Germania pube
> Parentibusque abominatus Hannibal:
> Impia perdemus devoti sanguinis aetas.

8. What are the mythological references in the following?—
   (a) Non huc Argoo contendit remige pinus,
       Neque impudica Colchis intulit pedem.
   (b) Structa meis (Neptuniis) manibus perjurae moenia
Trojae.

IX. 1. Scan the following, pointing out any metrical irregularities that occur:
   (a) Victor apud rapidum Simoenta sub Ilio alto.
   (b) Nusquam amittebat, oculosque sub astra tenebat.
   (c) In mare seu celsus procurrerit Appenninus.
2. Explain the terms *hiatus* and *caesura*.
8. Mark the caesura in the above lines.

X. 1. What do you know of the Lex Plautia-Papiria?
2. State briefly the main facts of the life of Vergil *or* Horace.

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**WEDNESDAY, 3RD DECEMBER, 10 A.M. TO 1 P.M.**

### LATIN: TRANSLATION.

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I. Translate into English:—

1. Qualis saepe viae deprensus in aggere serpens,
   Ærea quem obliquum rota transiit, aut gravis ictu
   Seminecem liquit saxo lacerumque viator;
   Nequicquam longos fugiens dat corpore tortus,
   Parte ferox, ardensque oculis, et sibila colla
   Arduus attollens; pars vulnere clauda retentat
   Nexautem nodis seque in sua membra plicantem.
   Tali remigio navis se tarda movebat;
   Vela facit tamen, et velis subit ostia plenis.

2. Jamque dies epulata novem gens omnis, et aris
   Factus honos; placidi straverunt aequora venti,
   Creber et aspirans rursus vocat Auster in altum.
   Exoritur procurva ingens per litora fletus;
   Complexi inter se noctemque diemque morantur.
   Ipsae jam matres, ipsi, quibus aspera quondam
   Visa maris facies et non tolerabile numen,
   Ire volunt, omnemque fugae perferre laborem.
   Quos bonus Æneas dictis solatur amicis,
   Et consanguineo lacrimans commendat Acestae.

3. Quo, quo scelesti ruitis? aut cur dexteris
       Aptantur enses conditi?
   Parumne campis atque Neptuno super
       Fusum est Latini sanguinis?

Non ut superbas invidae Carthaginis
    Romanus arces ureret:
Intactus aut Britannus descenderet
    Sacra catenatus Via:
Sed ut, secundum vota Parthorum, sua
    Urbs haec periret dextera.
Neque hic lupis mos, nec fuit leonibus,
    Nunquam, nisi in dispar, feris.
Furorne caecus, an rapit vis acrior ?
    An culpa? responsum date.

4. Nulla nocent pecori contagia, nullius astri
    Gregem aestuosa torret impotentia.
Pluraque felices mirabimur; ut neque largis
    Aquosus Eurus arva radat imbribus,
Pinguia nec siccis urantur semina glebis,
    Utrumque rege temperante caelitum.
Non huc Sidonii torserunt cornua nautae,
    Laboriosa nec cohors Ulixei.
Jupiter illa piae secrevit litora genti,
    Ut inquinavit aere tempus aureum.

5. Quum diu anceps fuisset certamen, et Saguntinis, quia praeter spem resisterent, crevissent animi, Poenus, quia non vicisset, pro victo esset, clamorem repente oppidani tollunt hostemque in ruinas muri expellunt, inde impeditum trepidantemque exturbant, postremo fusum fugatumque in castra redigunt. Interim ab Roma legatos venisse nuntiatum est; quibus obviam ad mare missi ab Hannibale qui dicerent, nec tuto eos adituros inter tot tam effrenatarum gentium arma, nec Hannibali, in tanto discrimine rerum, operae esse legationes audire.

6. Ibi raptim caesa materia ratesque fabricatae, in quibus equi viri que et alia onera trajicerentur. Hispani sine ulla mole, in utras vestimentis conjectis, ipsi caetris superpositis incubantes flumen tranavere; et alius exercitus, ratibus junctis trajectus, castris prope flumen positis, nocturno itinere atque operis labore fessus, quiete unius diei reficitur, intento duce ad consilium opportune exsequendum.

7. Quare conservate, judices, hominem pudore eo quem amicorum videtis comprobari cum dignitate, tum etiam vetustate; ingenio autem tanto, quantum id convenit existimari, quod summorum hominum ingeniis expetitum esse videatis; causa vero ejusmodi, quae beneficio legis, auctoritate municipii, testimonio Luculli, tabulis Metelli comprobetur. Quae quum ita sint, petimus a vobis, judices, si qua non modo humana, verum etiam divina in tantis negotiis commendatio debet esse, ut eum qui vos, qui imperatores vestros, qui populi Romani res gestas semper ornavit, quique est eo numero, qui semper apud omnes sancti sunt habiti, sic in vestram accipiatis fidem, ut humanitate vestra levatus potius, quam acerbitate violatus, esse videatur.

C—10

*(Not from Text-Books.)*

8. Segesta est oppidum pervetus in Sicilia, quod ab Ænea fugiente a Troja atque in haec loca veniente conditum esse demonstrant. Itaque Segestani non solum perpetua societate atque amicitia, verum etiam cognatione se cum populo Rcmano conjunctos esse arbitrantur. Hoc quondam oppidum, quum illa civitas cum Poenis suo nomine ac sua sponte bellaret, a Carthaginiensibus vi captum atque deletum est ; omniaque, quae ornamento urbi esse possent, Carthaginem sunt ex illo loco deportata. Fuit apud Segestanos ex aere simulacrum Dianae, cum summa atque antiquissima praeditum religione, tum singulari opere artificioque perfectum. Hoc translatum est Carthaginem.

II. Translate into Latin :—About this time, Attalus, King of Pergamus, died. In his will he bequeathed his kingdom and all his treasury to the Roman people. But Aristonicus, the brother of the deceased king, refused to recognize the will, and claimed the kingdom as his lawful inheritance. His claim was supported by many, who ranged themselves under his standard. The consul Licinius Crassus, who was sent against him in B.C. 131, fell into the hands of the rebels and was killed. M. Perpenna brought the war to a close. Aristonicus, defeated in the battle at Stratonica and made prisoner, was taken to Rome, where he adorned his victor's triumph.

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TUESDAY, 2ND DECEMBER, 2 TO 5 P.M.

## ARABIC: TEXT-BOOKS AND GRAMMAR.

I. Write down ;—1. the meanings of :—

إنباع ـ مزلةالقدم ـ حيد ـ مطية الهذر ـ تُزلف وامتمالة ـ

اواصر ـ قنطرة خشب ـ إمتنكاف ـ سمير ـ معاقرة ـ

مسلج ـ دُعابة ـ إصهار ـ أحقاب ـ أهرام ـ شِيَهم ـ

شرامة الدواب ـ نوافج

2. the literal meanings and the roots of the following verbs, explaining the تعليل of each :—

إتّهدت ـ حلت ـ إمتتمت ـ آوّوا ـ اَستولوا ـ يَعدْ ـ

يغزوْ ـ قْ ـ قُلْ ـ بعن *

3. the person, tense, and báb of the following verbal forms :—

يثف ـ تتمّ ـ يَنْضيان ـ يَتكبان ـ لم يُومِنِ ـ قاموا د

احتاز وا ـ افاهوا *

II. Paraphrase, adding explanatory notes where necessary :—

في ارض الدلس لتلذّ نعماء
ولا يفارق فيها القلب مرّاء

و ليس في غير ها بالعيش مُنتفَعٌ
ولا تقوم بحق الانس صهباء

و أَيْنَ يُعَدَّلُ عن ارضٍ تخُصُّ بها
علي المُدا مة أَمْواه و افياء

و كيف لا يبْهَجُ الابصارَ رويتها
و كل روضٍ بها في الرشي صَنعاء

الهارُها فضة و المسكُ تُربتُها
و الحزّ روّضتها و الدرّ حَصباء

و لِلهواء بها لطف يَرِقُّ به
مَن لا يرقّ و تبدو منه آهواء

ليس النسيم الذي يهفو بها سحراً
و لا انتثار لالي الطلّ أَنداء

و انّها أَرج النّدّ استثار بها
في ماء وردٍ فطابتْ منه ارجاء

و ابنَ يبلغ مِنها ما أَصِّنُفه
و كيف يحوي الذي حازَّته إحصاء

III. 1. Quote:—(a) the اشعار of ناهض بن ناصرالدين which beautifully describe the fertility of Egypt; (b) the lines parallel in sentiment to

اگر فردوس برروي زمين است
همين است و همين است و همين است *

2. Give a brief account of "The Nile" in simple Arabic.

IV. 1. On what grounds is اللسان characterised as مجموع عالم صغير ـ نبات ـ حيوان and ملك ـ مركب؟

2. Translate into English :—

القوى صنف من الملكة خلقها الله تعالى لتدبير
الابدان و قوام منافع اعضائها من الا فعال و الادراكات ـ
فتشبه افعالها فيها افعال صُنّاع البلاد وَ مكانها ـ فان
حال البدن مع الروح و هذه القوى تُشبه مدينة عامرة
بالاتها مانومة بسكانها مفتوحة الاسواق مسلوكة الطرقات
مشتغلة الصناع ـ و حاله عندالنوم و هدوء العوامس
و سكون الحركات تُشبه حال المدينة بالليل اذا أغلقت
ابوابها و تعطلت صُنّاعها و نام اهلها

V. 1. Under what conditions does الجمع operate as a cause for a word being منصرف غير؟ Are the words فوازل ـ جوار and مراويل ـ حضاجر classed under the منصرف غير or the منصرف؟ Give reasons for your answer discussing the subject under all its bearings. 2. How do the bábs تفاعل and مفاعله differ from each other? Illustrate your answer by examples. 3. How are the feminines of masculine nouns formed? Give six examples of common gender.

· VI. 1. Define the term مصدر ميمي and give four examples.

2. When does the aŏrist مضارع of the verb lose its final vowel altogether? 3. Change the following into passive :—

مار بزيد من بغداد الي المدينة ـ الي الله بني اسرائيل

كتابا ـ امرت زيدا بقتل عمرو ـ اعطي زيدا درهما ـ

لم يقدر السلطان اخذه ـ جاء عُمَر النبيّ بناس من العرب *

VII. 1. In what cases is the خبر (predicate) omitted?
2. Does the خبر (predicate) necessarily precede the subject?
3. Is the subject indefinite?

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WEDNESDAY, 3RD DECEMBER, 10 A.M. TO 1 P.M.
ARABIC: TRANSLATION.

I. Translate into English as literally as possible :—

1. و أمّا الأصنام و كثرة عددها و عظم صُوَرِها

فأمر يفوت الوصف و يتجاوز التقدير ـ و أما إتقان أشكالها

و احكام هيئتها و المحاكاة بها الأمور الطبيعيّة

فموضع التعجّب بالحقيقة ـ فمن ذلك صنم ذرعناه

سويُّ قاعدته فكان نيفاً و ثلثين ذراعاً و كان مَداه من

جهة اليمين الي اليسار نحو عشر اذرع ـ و من جهة

الخلف الي الامام علي تلك النسبة و هو حجر واحد

من الصوان آلـ حمر و عليه و من الدهان الاحمر كأنّ لم

يزده تقادم الايّام إلا جِدّة ـ والعجب كل العجب كيف حفظ

فيه مع عظمهِ النظامُ الطبيعي و التناسبُ الحقيقيُّ
وانت تعلمُ أنّ كلَّ واحدٍ من الاعضاءِ آلآليّةِ المُتشابهةِ
له في نفسهِ مقدارٌ مّا و له الي سائر الآعضاءِ نسبةٌ مّا
بذلك المقدارِ و بتلك النسبةِ يَحصُلُ حُسنُ الهيئةِ وملاحةُ
الصورةِ فان اختلَّ شيٌ من ذلك حَدثَ من القُبح
بمقدارِ الخللِ ـ وقد أحكم في هذهِ الا صنام هذا النظامُ
إحكاماً أيَّ إحكام فمن ذلك مقادير الاعضاء في نفسها
ثمّ نَسَبُ بعضها الي بعض *

‏2. النِّجمُ كلُّ نَباتٍ لَيسَ له سَاقٌ صُلبٌ مرتّفعٌ
مثلَ الزروعِ و البقولِ و الرياحينِ و الحشايشِ البَرّيةِ ـ
ومن الا مورِ العَجيبةِ القوةُ التي خَلقَها الله في نفسِ
الحبّ فانّها اذا وقعتَ في الارض جَذَبتْ بواسطة تلك
القوّة الرطوبة من نفس الارض مما حَواليها كما تَجذُبُ
شُعلة النارِ في السِّراجِ تلك الرطوبة فتعمل فيها القُوي
الطبيعيّة باراد ةِ اللهِ تعالي حَتّي تبلُغ كمالَها كما أرادَ
اللهُ تعالي ـ و النجوم في النّباتِ كا الحيوانِ الصغيرِ في
الحيوان الكَبير فكما أنَّ عند شدّه البرد لا يَبقي من
الحيوانات التي لا عظَم لها شيٌ فكذلك لا يَبقي من
النباتِ التي لَيس لها خَشَبٌ صُلبٌ شيٌ *

II. Translate into Arabic :—

Two pigeons, a male and a female, filled their nest with wheat and barley. Said the male to the female, "So long as we find in the wilderness something to live on, we will not eat anything out of what we have here. When winter arrives and nothing is to be found in the wilderness, we shall have recourse to what there is in our nest and eat it." The female was content with this and said to him, "How wise you are!"

The grain, however, was moist when they (two) put it into their nest. The cockbird flew away and disappeared. But when summer came the grain dried up and grew less so that when the male on his return found the grain wanting, he said, "Did we not join in making up our mind not to eat any of it, why then did'st thou eat it?" She swore she had not eaten of it and excused herself to him, but he would not believe her and ceased not to pierce her with his beak until she died.

When the rains came with winter the grain grew moist again and filled the nest as before. When the male saw this, he repented and ceased to eat or drink until he died by her side.

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TUESDAY, 2ND DECEMBER, 2 TO 5 P.M.
PERSIAN : TEXT-BOOKS AND GRAMMAR.

———

I. Explain the meanings in simple Persian of :—

كاف كُن ـ بحكم نظر ـ ثبت يداك ـ آبق ـ آگندہ
گوش ـ مناخ ـ دوك ـ ميتين عاج ـ عام مثال ـ شاہ
سيارگان ـ حكيم الهي ـ جمازگان ـ بريد ليز گام ـ
مرحبا زدن ـ اجتماع نقيضين ـ ديدہ دوختن ـ گوش
كردن ـ تبرزين ـ دام يار ـ منسوج باف ـ شائۂ عاج ـ
مكافات بر ينخ نوشتن ـ مقاى نيل ـ و قيد *

II. 1. Write out the following in simple Persian :—

احتياج بادشاہ بوزير ناصح كامل و نديم خردمند فاضل
بهت آنست تا اگر غرور جبارى و نخوت شهريارى
اورا از منهج حلم و برد بارى مبصرف ساز دہ وزيرصائب

تدبيرش بطريق مناصحت برأه صلاح آوردبه برجادهٔ
مكون و وقار ثابت قدم گرداند ـ و بنوشداروي موعظت
انصراف مزاج عدالت را زائل ساخته بر ممت ملامتش
ممت استقامت بخشد ـ تا بمواهب فضل كردگار و
ميأمن حلم و وقار و خلوص نصيحت و صفائي نيت
وزير كامگار درهم امور مظفر و منصور شود ـ و بهر
جانب كه روي آرد فتح و نصرت رفيق و قرين و اقبال
و دولت ناصر و معين وي باشد ـ و اگر احيانا بحسب
موافقت هوا و متابعت نفس پر دغا دركاري حكم
فرمايد ـ و بي تامل وتفكر نه از روي بصيرت و تدبير
پروانه دهد براے روشن چنان وزير مخلص شرر ضررش
تسكين يابد ـ و تدارك خلل و تلافي زلل آن در حيز
تعذر نماند *

2. Point out and explain the صنائع لفظي معنوي in:

چو درويش بے برگ ديدم درخت
قوي بازوان مست و در مانده سخت *

طمع كرده بودم كه كرمان خورم
كه ناگه بخوردند كرمان سرم *

بسالي دجورت جگر خون كنم
يیك ساعت از دل بدر چون كنم *

كه دو شيمه مغرور بودي و مست
ترا و مرا بربط و سر شكست *

چه مردي کند درصف کارزار

که دستش تهي باشد وکارزار *

عصاي کليم الله بسيار خوار

پس آنک نمايد خود را نزار *

چو دوزخ که سيرش کنند از و قيد

دگر بانگ دارد که هل من مزيد *

III. Explain in simple Persian the following, expanding the metaphors and similes, if there be any :—

(۱) منشئ قضا منشور مملطنت اورا بتوقيع و رب هب لي ملکا لا ينبغي لاحد من بعدي موشح ساخته ـ وسپاس قدر زبان تمکين بر پشت مرکب صبا که غدوها شهر ورواحها شهر نموئ سير اومت نهاده *

(۲) حکم ترا در حل و عقد امور ثاني اثنين فرمان سلطاني مي شناسند *

(۳) هرچه بر آدمي حادث گردد چون بعروةالوثقاي صبر تمسک جويد عاقبةالامر چهرۀ مراد در نظر آيد *

(۴) آفتاب خاوري از شرم آن روي در پردۀ نوارت بالحجاب کشيدي *

(۵) شرم داشت که اثر تردد ظاهر گرداند ـ و نقض و ابرام بايکديگر متصل که حکم اجتماع نقيضين دارد از خود فرا نمايد *

(۶) رقعۀ احتياج بهرکسے خواليد که صفحۀ عذارش

بآیت حسن و جمال مزین باشد ۔ و نیکوئی از تازه روئی
چشم دارید که رخسار حالش بفال خوبي آرامش بود ۔
اطلبوا الخیر عند حسناتالوجوه اشارت بدان است که
حسن صورت نمونهٔ لطافت معنی است *

(۷) ثنائي که از فحوای آن روائح محبت بمشام
قد رسد و مضمونش از مناشیر تباشیر صبح
سعادت خبر دهد تقدیم فرمود *

(۸) ایشان تنور حیل گرم دیده فطیر تزویر
در بستند *

IV. Render the following into modern Persian :—1. This work
is not worth the trouble. 2. It is a pity he does not know Arabic.
3. The matter has gone beyond itself. 4. Four per cent. Govern-
ment paper is sold at Rs. 108-5-0. 5. I have given up being a
pleader.

V. Explain by close paraphrase the following verses, adding
explanatory and other notes where necessary ;—

(۱) چو نمدان کسي صفت روئي نکرد
که خابسك تادیب برسر نخورد *

(۲) جوان دیدم از گردش دهر پیر
خد نگش کمان ار غوانش زریر *

(۳) کسان را نشد ناوك اندر حریر
که گفتم بدوزند مندان به تیر *

(۴) چه خوش گفت شاگرد منسوج باف
چو عنقا بر آورد و پیل و زراف *

(۵) زکتابش آن روز مابق به برد
بزرگ آمدش طاعت از طفل خرد *

(٦) مه آبروي ريا را محل

که اين آب در زير دارد وحل *

(٧) همي ميردت عيسي از لاغري

تو در بند آني که مک پروري *

(٨) کسي را که درج طمع در نوشت

نبايد بکس عمد و خادم نبشت *

(٩) بموسي کهن عمر کوژ اميد

سرش کرد چون دمت موسي سپيد *

(١٠) نبايد سخن گفت نا ساخته

نشايد بريدن نينداخته *

VI. 1. Write short notes on the following, referring to the context in which they occur in بستان and انوار سهيلي :—

ابدال ـ فارون ـ سمبان ـ حجاج يوسف ـ ملر ـ بلر ـ سهيل يمني ـ ماه ختني ـ حکيم کاريدون *

2. Prove the truth of either of the following statements by referring to a story from your prose work :—

کليد توکل گر آيد بدمت

در گنج اقبال بتوان کشود *

بچوگان صدق الدرين عرصه گاه

زميدان توان گوي دولت ر بود *

(٢) جزاي بدکاران بهيچ وجه در توقف نماند *

VII. 1. What is the difference between هاي اصلي and هاي وصلي ? What are the uses of the latter when affixed to

˙words?  Give examples.  2. Are the sounds of الف and of واو

ever modified?  If so, how?  How is همزه used in Persian?
3. What tenses are used after verbs signifying command?  4. How
are some of the pronouns modified, and why?

VIII. There being no infinitive mood in Persian, how is its place
supplied in such sentences as "I am going to send him a letter."
"He told me to leave the place."  Give idiomatic renderings.

IX. Define and illustrate : —

جناس بين اللفظين - لغز - اشباع - تصعيف -

براعةالاستهلال - متلون تاكيدالمدح بمايشبهالذم - توجيه *

X. Write a short letter in Persian to your younger brother on
"The evil influences of bad company."

<div align="center">

WEDNESDAY, 3RD DECEMBER, 10 A.M. TO 1 P.M.

PERSIAN : TRANSLATION.

</div>

I. Translate into Persian :—

" Was it not incumbent upon my preceptor to make me acquaint-
ed with the distinguishing features of every nation of the earth ; its
resources and strength, its mode of warfare, its manners, religion,
form of government, and wherein its interests principally consist ;
and by a regular course of historical reading, to render me familiar
with the origin of States, their progress and decline, the events,
accidents, or errors, owing to which such great changes and mighty
revolutions have been effected?

    " Far from having imparted to me a comprehensive know-
ledge of the history of mankind, scarcely did I learn from you the
names of my ancestors, the renowned founders of this empire.  You
kept me in total ignorance of their lives.  A familiarity with the
languages of surrounding nations may be indispensable in a King;
but you would teach me *Arabic*, a language wherein no one can hope
to become proficient without ten or twelve years' close application.

    " Forgetting how many important subjects ought to be em-
braced in the education of a Prince, you acted as if it were chiefly
necessary that he should possess great skill in grammar and such
knowledge as belongs to a Doctor of Law ; and thus did you waste
the precious hours of my youth in the dry, unprofitable and never-
ending task of learning words." (Aurungzeb to his quondam tutor.)

II. Translate into English :—

1. چنین گفت پیش زغن کرگسی

که نبود زمن دوربین ترکسی *

زغن گفت ازین در نشاید گذشت

بیا تا چه بینی بر اطراف دشت *

شنیدم که مقدار یک روزه راه

بکرد از بلندی به پستی نگاه *

چنین گفت دیدم گرت باورست

که یک دانه گندم بهامون در است *

زغن را نماند از تعجب شکیب

ز بالا نهادند سر در نشیب *

ندانست ازان دانه برخوردنش

که دهر افگند دام در گردنش *

نه آبستن در بود هر صدف

نه هر بار شاطر زند بر هدف *

زغن گفت ازین دانه دیدن چه سود

چو بینائی دام خصمت نبود *

شنیدم که می گفت گردن به بند

نباشد حذر باقدر سود مند *

اجل چون بخونش بر آورد دست

قضا چشم باریک بینش به بست *

C—11

در آبے کہ پیدا نباشد کنار

غرور شناور نیاید بکار *

2. آوردہ اند کہ جفتی کبوتر در اوائل تا بستان دانۂ چند فراهم آوردند و در گوشۂ جهت زمستان ذخیرہ بنهادند و آن دانها نم داشت چون تابستن باخر رسید حرارت هوا اثر کردہ دانها خشك شد از آنچہ پیشتر بودی کمتر میبمود و کبوتر نر درین وقتها از خانه غائب بود چون باز آمد و دانه را اندك دید جفت را ملامت آغاز کرد و گفت این دانها جهت قوت زمستان نهادہ بودیم کہ چون شدت سرما پدید آید و از کثرت برف دانه در صحرا نماند بدان گذرانیم ـ درین اوقات در کوہ و دشت چیز یافت شود تو ذخیرہ راچرا خوردی و از طریق حزم اجتناب ورزیدی آخر نشنیدۂ کہ حکما گفتہ اند ـ فرد ـ کنون کہ برگ و نوائیت هست جهدی کن ـ ذخیرہ بہ از بهر بینوائی خویش ـ کبوتر مادہ گفت ازین دانها من نخوردہ ام و بهیچ وجہ دران تصرفی نکردہ ـ کبوتر نر چون دانہ کمتر میدید انکار اورا باور نداشت و میزدش تا سپری شد پس در فصل زمستان کہ بار انها متوانر گشت وآثار رطوبت بر در و دیوار ظاهر شد دانہ نم کشید و بقرار اصل باز رفت ـ نر وقوف یافت کہ سبب نقصان چہ بودو جزع کردن گرفت و در فراق یار غمگسار نالیدن آغاز کرد

و میگفت مهاجرت دوست صعب است و صعب تر
آنکه پیشمانی سود نخواهد داشت ۔ و فائدهٔ این مثل
آنست که مرد عاقل باید که در عقوبت شتاب نماید *

‏3. الغرض کریمخان زند بیست و شش سال
علی الاستقلال سلطنت کرد و در بیست سال بدون منازع
ومخالف فرمان روای مملکت ایران بود خصم ذلیل یا
نادم هرگز ازوی مایوس نشد از آشکار ترین صفات او
نیکدلی او بود مکرر حکایت میکرد که وقتی که در
اردوی نادر سپاهی بودم و فاقم مرا بران باز داشت
که زینی طلا کوب از زین سازی دزدیدم واین زین را
یکی از امرای افغان باو داده بود که اصلاح کند ۔ روز
دیگر شنیدم که زین ساز بیچاره در زندان است و حکم
شده است که طنابش بیندازند دل من بهم بر آمده زین
را برده در همانجائیک برداشته بودم گذاشتم و صبرکردم
تا زن زین گر آمده آنرا دید از فرط شادی نعره زد
وفی الفور بر زمین افتاده دعا کرد که کسی که این زین
را واپس آورد خدا آنقدر باو زندگی بدهد که صد زین
طلا کوب بخود به بیند ۔ ومن یقین دارم که از دعای
آنزن بود که من باین دولت رسیدم ۔ بالجمله نام او تا
امروز در اهالئ ایران به نیکی مذکور میشود *

TUESDAY, 2ND DECEMBER, 2 TO 5 P.M.
HINDUSTANI: TEXT-BOOKS AND GRAMMAR.

۱. ‎۱. مندرجهٔ ذیل الفاظ و محاورات کے معنے ملیس
اردو میں بتاؤ: طرز ماند و بود ـ روکھن ـ نچوڑ ـ بسوے ـ
پرچول ـ تالیف و استمالت ـ بے نقط مبانا ـ میکھ
نکالنا ـ آنکھوں پر ٹھیکری رکھ کے چلنا ـ منڈیر ـ
یاد فراموش ـ باہما ـ سمکھ ـ واشد ـ پھر ہری ـ ریوڑی
کے پھیر میں آنا ـ منھ دھو رکھو ـ سر منڈا لے اولے
پڑنا ـ کھچڑی کھاتے پھپہا اترانا ـ بات کا کھٹائی میں
پڑنا * ‎۲. الفاظ ذیل کا ماخذ مع معنے تحریر ہو: نرالا ـ
انوکھا ـ مکھڑی ـ خیر سلہ ـ سڑ بلا ـ بادل ـ چرکٹا ـ
نگوڑا *

‎۲. عبارت ذیل کا مطلب تکسالی اردو میں رقم ہو۔
اسطرح کہ عربی فارسی الفاظ اور استعارات وغیرہ سے
معرا و مبرا ہو: اس گلزار رشک فرخار لالہ زار سراپا
بہار اور نسیم مشک بیز عنبر بارے میاں آزاد کی
آنش عشق کو اور بھی بھڑکایا ـ جنون کی ملمت نے
کشتی دل کے سائھ باد مخالفت کا کام کیا ـ آہ آتش
بار نے خرمن خرد پر بجلی گرادی حشر توڑا ـ آفت
ڈھائی ـ نیران چمن کا جو بن دیکھکر رخ گلگوں کا خیال
آیا ـ حنا نے خون رولایا ـ کبھی کنگھی کو دیکھکر اس
پریشان کا کل کی زلف چلیپا یاد آئی ـ کبھی چشم

كي ياد مين نرگس شهلا مے آنكھ لڑائي ۔ سرو كو ديكها تو اپني سرو بلند اقبال كا بوٹا ماقد آنكھون مين پھر گيا ۔ شمشاد نظرون مے گر گيا ۔ گل رعنا كي ديد مے گل رخسار كا خيال بندھا ۔ بلبل شيدا كا ناله زار نير كي طرح جگر كے پار ہوا ۔ الغرض اضطراب و بيقراري نالہ و شيون آہ و زاري دن دولي رات چوگني ترقي پاتي گئي *

III. اشعار ذيل كے صنائع لفظي و معني بتلاؤ:

هر شاخ مين هي شگوفہ كاري

ثمرہ هي قلم كا حمد باري *

تيرے حساد اور خون جگر

تيرے احباب اور مے گلنار *

سامنے ركھدے سر و پا كانٹ بوٹيمار كو

هي اگر اي مهربان تو مهربان عندليب *

هاتھ مين هي گرچہ مثل طائر رنگ حنا

مرغ دل صياد اڑجانے كو پر طيارهي *

اغيار مر بن كم پر نمين هجر مين تڑپون

دل جانا هي اي كاش دل آنے كي مزاهو *

پهترادیا جلوہ لے تيرے چشم كم كو

چكرا ديا غمزہ لے نرے طوف حرم كو *

فقط اس لفافے پرهي كہ آشناكو پهنچے

تولكهاهي اس نے انشايہ مرا نام هي الٹا *

IV. 1. ھندوؤں اور مسلمانوں اور انکے مذاهب کے باب
مین نوبل صاحب کی کیا رائے تھی؟۰ 2. انگریزی اور
ایشائی طرز حکومت مین فرق کیا هی ؟ انگریزی
عملداری مین بڑا خطر ناك نقص کونسا هي ؟

V. حل اشعار ذیل شرح و بسط کے ساتھہ کرو:

(۱) رتبہ گل بازی کا دلا کاش تو پاتا
هاتھوں میے جو گرتا تو وہ آنکھوں مے اٹھاتا *

(۲) تنہائی پہ اپنے هوں نہت ششدر و حیران
آنے کا جو هی نام تو رونا نہین آتا *

(۳) جستجو مین دل کے بهلانے کے جی کهونا پڑا
جو هنسی کی بات تهی سو اوسکا اب رونا پڑا *

(۴) کرئی دل مانگے تها تو کهتے تهے هم منہہ دهو رکهو
سو یہ کهتے کهتے اب اشکوں مے منہہ دهونا پڑا *

(۵) ابهی تو تم لے پردہ هی مین اك عالم کا گهر گها لا
کہ جب سنمکھ هو تم آنکھین لڑاوگے تو کیا هوگا *

(۶) مین هوں خورشید مسر کوہ یقین هی وہ ماہ
آئیگا بام پہ تب جبکہ مین ڈهل جاونگا *

(۷) ٹپك پڑتا هی آنسو بزم خوباں مین جو جاتا هوں
غرض جس کا مجھے ڈر تها سو وہ ٹپکا نہین جاتا *

(۸) نوا سنجی مے دل لبریز هی مجھہ معو حیرت کا
۰ برنگ بلبل تصویر پر بولا نہین جاتا *

(۹) جو سودائی ما نکتا ہوں میں امکے زلفکے خم کو
کوچتوں میں کہے ھی لجھھ سے یہ سودا نہیں جاتا *

(۱۰) عقدۂ دل اپنا لیجا اس یدالله کے حضور
جسکی اك اونگلی می جرائت باب خیبر کھل گیا *

(۱۱) ترنج و تیغ یکسواس مرے یوسف کوجون دیکھا
قدم آگے کو مارے کاروان کا اٹھ نہیں سکتا *

(۱۲) تو من کودے نہ جولاں ۔ ھی صید بستر لرزاں
ڈر ھی کہ تیرے قربان فتراك زین نہ ٹوٹے *

VI. 1. مرقوم الصدر پہلی بیت کی ترکیب کرو۔تقطیع
أسکی کسطرح ھی ؟ بحر بھی بتلاؤ * 2. کس لے جرائت
کے انتقال کی تاریخ کھی ؟ اور وہ قطعۂ تاریخ کیا ھی ؟
3. جرائت نے " ایسے جی " کن مختلف معانی پر استعمال
کیا ھی ؟ 4. اپنی درسی کتب سے چند ضرب المثل
معۂ معنی و محل استعمال لکھو *

VII. 1. الفاظ مندرجۂ ذیل کی جنس (تذکیر و تانیث)
بتلاؤ: لالچ ۔ نوٹس ۔ مونچھھ ۔ نشو و نما ۔ ملاپ ۔ کونسل ۔
قمیص ۔ ڈانك ۔ دستخط ۔ پوشاك ۔ بسم الله ۔ خندق ۔
گلاس ۔ مالگزہ ۔ توپ * 2. لفظ نے کس شرط پر فاعل
کی علامت ہوتا ھی اور اس کا طریقۂ استعمال کیا ھی؟
3. جرائت نے نگاہ ۔ چھب ۔ مکھڑا ۔ قد ۔ رنگ سرخ ۔
بکھرے ہوے بال ۔ اور ابرو کو کن چیزون سے تشبیہ
دی ھی ؟

VIII. الفاظ و اصطلاحات ذیل میں کیا فرق ہی ؟ بدل
اشتمال و بدل کل ؛ عرف ۔ خطاب و لقب ؛ امر دعائی
و امر تعظیمی ؛ فعل و شبه فعل ؛ فصیح و بلیغ ؛ ابہام
و ادماج ۔ معما و لغز ۔ لف و نشر و تقسیم ۔ نثر مسجع
و نثر مرصع ۔ ردیف و قافیہ *

WEDNESDAY, 3RD DECEMBER, 10 A.M. TO 1 P.M.

HINDUSTANI: TRANSLATION AND COMPOSITION.

I. Translate into Hindustani:—

1. Gather a single blade of grass, and examine for a minute,
quietly, its narrow sword-shaped strip of fluted green. Nothing, as
it seems there, of notable goodness or beauty. A very little strength
and a very little tallness, and few delicate long lines meeting in a
point—not a perfect point, but blunt and unfinished, by no means
apparently a much-cared-for example of Nature's workman-ship;
made, as it seems, only to be trodden on to-day, and to-morrow to
be cast into the oven; and a little pale hollow stalk, feeble and
flaccid, leading down to the dull brown fibres of roots. And yet,
think of it well, and judge whether of all the gorgeous flowers that
beam in summer air, and of all strong and goodly trees, pleasant to
the eyes or good for food, there be any by man so deeply loved, by
God so highly graced, as that narrow point of feeble green.

There are also several lessons symbolically connected with
this subject, which we must not allow to escape us. Observe,
the peculiar characters of the grass which adapt it especially for
the service of man, are its apparent *humility* and *cheerfulness.*
Its humility, in that it seems created only for lowest service,—
appointed to be trodden on, and fed upon. Its cheerfulness, in
that it seems to exult under all kinds of violence and suffering.
You roll it, and it is stronger the next day; you mow it, and it
multiplies its shoots, as if it were grateful; you tread upon it, and
it only sends richer perfume. Spring comes, and it rejoices with
all the earth,—glowing with variegated flame of flowers, waving in
soft depth of fruitful strength. Winter comes, and though it will
not mock its fellow plants by growing then, it will not pine and
mourn, and turn colourless or leafless as they. It is always green;
and is only the brighter and gayer for the frost.

2. Beat the shining gold, it shines the more,
    And crush the balmy leaf, it smells the more,
    And press the sugar-cane, it tastes more sweet,
    E'en as benignant Heaven's chosen few,
    By ills beset, by penance worn, reveal
    The more their sacred light t' illume the world.

3. He who let go his hold after climbing a tree and he who borrowed money to lend came to grief.  4.  He makes no friend who never made a foe.  5. Neglected calumny soon expires ; show that you are hurt and give it the appearance of truth.  6. A boon companion halves the longest way.  7. I will not change a cottage in possession for a kingdom in reversion.  8. Speaking without thinking is shooting without taking aim.

II. Translate into English :—

کوئي دنيا ميں ظالم کيا نہ ہوگا ۱.

پر اي بيداد گر تجھسا نہ ہوگا ٭

ترا دل سنگدل ديکھا ميں جيسا

کسي کافر کا دل ايسا نہ ہوگا ٭

کرے گا گر زيادہ مجھکو بيتاب

تو اس ميں اور تو رسوا نہ ہوگا ٭

ہوا جب بات کرنا ترک بالکل

تو کيا اس بات کا چرچا نہ ہوگا ٭

بہايا جب مري آنکھوں نے دريا

تو اس روۓ کا کيا رونا نہ ہوگا ٭

ہوئي جب بيقراري حد سے افزوں

اثر کيا تجھکو تھوڑا سا نہ ہوگا ٭

بھلا ميں مرگيا کھينچ اک دم سرد

تو اس مرنے کا کيا شہرا نہ ہوگا ٭

مرے جب بيٹھتے ہي اوٹھ چلا تو

تو کيا بيتاب دل ميرا نہ ہوگا ٭

قيامت آگئي جب مجھکو اکبار

تو اور اک حشر کيا برپا نہ ہوگا ٭

بس اب بہتر ھی مجھ وحشی میں ملجا

نہیں تیرا بھی دل دیوار ہوگا ٭

لکھو جرات کو اپنے ھاتھ سے جان

کہ ایسا شخص پھر پیدا نہ ہوگا ٭

2. تاریخ میں ثابت ھی کہ دنیا کے بڑے واقعات اکثر محض خفیف اور ضعیف اسباب میں پیدا ہوے ھیں جیسے بڑے عظیم الشان درخت چھوٹے چھوٹے بیجوں میں ۔ دنیا کے حالات پر نظر کرنے میں ایسی امید کی جاسکتی ھی کہ شاید تمام روے زمین پر ترقی کا دورہ شروع ہوگیا ھی ۔ لوگ جو اس زمانے میں پیدا ہوتے ھیں خلقتِ متقدمین سے زیادہ ذھین اور روشن دماغ اور آزاد مزاج اور وسیع خیال ہوتے ھیں ۔ پس اس زمانے میں رفارم کوئی ایسا بڑا مشکل کام نہیں کیونکہ طبیعتیں خود رفارم کی طرف متوجہ ھیں جیسے بادبانی جہاز کا باد شرط کے رخ پر لے چلنا یا ایک بوجھ کا اوپر سے نیچے کو اتارنا ۔ پھر اگلے زمانوں میں رفارم کو اپنے خیالات کا دوسروں تک پہنچانا سخت مشکل ہوتا تھا وہ اُنھی لوگوں کو اپنے خیالات سے آگاہ کرسکتا تھا جنکی سائھ اُسکو بالمشافہ گفتگو کرنے کا موقع ملتا ۔ اور اس زمانے میں چھاپے اور ڈاک اور ریل نے ایسی سہولتیں پہنچادی ھیں کہ ایک بات کو مشتہر کرنا چاھو تو ساری دنیا میں ٹھنڈورا پیٹھنے کے لئے شاید ایک مہینا کافی ھی ٭ ۔

3. کتب خانے ۔ علمی تحقیقات کے کار خانے اور
آلات تعلیم و تحقیق کے لازمی و مائل ھی ھیں اور ان
کا بر کار آمد ھونا محض ان کے طریقۂ استعمال پر موقوف
ھی ۔ ممکن ھی کہ کسی شخص کا دماغ دوسروں کے
علوم و فنون میں بھرا ھو مگر اس میں خود تحقیق یا
اختراع کا مادہ ھی نھو اور وہ شاگردی کی حالت سے
استادی کی حالت کو پھنچ ھی نہ سکے اُن ایجادوں اور
اختراعوں سے جن کا ذکر آگے آئیگا معلوم ھوگا کہ عربوں
نے اس علم میں جو انھوں نے دوسروں سے اخذ کیا کس
قدر کام لیا ۔ یھاں ھم محض اُن اصول کا بیان کر ینگے
جن پر انھوں نے اپنی علمی تحقیق کا مدار رکھا ۔
یونانیوں کی شاگردی کرنے اور اُن کی تصنیفات کو
پڑھنے کے بعد انھیں بھت جلد معلوم ھوگیا کہ تجربہ اور
مشاھدہ کو عمدہ سے عمدہ کتاب پر ترجیح ھی ۔ اگرچہ
یہ قول اس وقت ایک قضیۂ مسلمہ ھی لیکن پھلے
ایسا نہ تھا زمانۂ متوسط کے علماء ایک ھزار برس کی
محنت میں اس مسئلہ کو سمجھا ۔ تجربہ اور مشاھدہ کو
اقوال اساتذہ کے مقابل میں تحقیقات علمی کے اصول
قرار دینا عموما فرانس بیکن کی طرف منسوب کیا
جاتا ھی ۔ لیکن اس وقت تسلیم کرنا چاھئے کہ اس کے
موجد عرب تھے
\*

'counted not their lives dear to them in comparison with their truth to their word, and love to one another.'"

مضمون ذیل پر بز بان هندومستاني ایك نقل لکھو گویا کہ تم لڑکوں کے لیے ایك هندومستاني مخزن (علمی رسالہ) لکھتے هو:

" دنیا میں ایسے بھی لوگ گذرے هیں جو اپني جانوں کو عزیز رکھنے کي بنسبت زبان کي سچائي اور باهمي محبت پر زیاده فدائي تھے" *


TUESDAY, 2ND DECEMBER, 2 TO 5 P.M.
MARATHI: TEXT-BOOKS AND GRAMMAR.


खालीं दिलेल्या पद्यांचा अर्थ स्पष्टरीतीनें मराठींत लिहा—

1. तो कवि सुतपा दास प्रभुचा घरिं कश्यपर्षिसुतपादास ।
   तो आलिंगनदानें तातें केला सुखी प्रमोदनदानें ॥

   हा बुधमुक्ताहार ज्ञानिजनाचा यथेष्ट अमृताहार ।
 * झाला पवित्रप्रहार त्रिदशरिपुला खनंदनव्याहार ॥

   कृत्याकृत्यविधानें वद गिरिजळविपिनवासिजनसंधानें ।
   कंटकशोधन कानें ऐकावें तें हि सांग,णें तीक्ष्णनें ॥

   योनिसहस्रांत मला भ्रमतां हो अच्युता शांतमला ।
   भक्ति असी वरदेहा भास्वरदेहा प्रमूर्तिद्विरदेहा ॥

२. जसी ओढिली सूर्यकन्या हळानें बळानें जगन्नायकानें
[बळानें ।

नदीक्र तैशीच अद्यापि आहे, कथासूचवी काय
[सर्वांजनाहे ? ॥

उवलब्बकउवालापटपरिद्वृतें होरपळती ।

बळें भूतांचीं तीं जव करुनियां थोर पळती ॥

दवप्रस्तारण्य लयजुनि सकुल व्याळ पळतों ॥

पळें तैसा थारें न दहन असत्काल पळ ती ॥

फोडूनि मद्यघऽ दाखवि सर्परा मीं

ऐसा असा कळवि मर्कंड दर्प रामीं, ।

जाल्या कपी अयुतनागबळ प्रभूतें

केशीं रणें गणिल काय बळ प्रभूतें ? ॥

जेणें यान भवाऽयर्पंकऽकुहरीं हे रेवती देवरा ॥

ऐशा दीन जनावनैक चतुरा हे रेवतीदेवरा ! ॥

नामें नित्यतुझीं. असोत वदनीं ज्यां मुक्तिसोपानता ।

साजे पाय मनीं वसोत भजतां या मोक्षसोपानता ॥

देवर्षींच्या मनांत प्रथमयदुवरें यज्ञकार्यांस जावें,

सम्यख्रांतीं प्रपन्नक्षितिपसमवनीं कीर्तिं आधीं सजावें, ।

कार्यें दोन्हीं हि दासामरतरुसि मतें तें फळे उद्धवास,

प्रार्थी तो प्राज्ञ ऐसें सद्भिमत जया मानवे श्रीनिवास.॥

II. 1. वियोगदहनप्रस्तवज्रोपेक्षण, श्रीसूर्यकन्यातटीं ; मूर्च्छ-
रूपांशुक्षौ्रीं, दीर्घसङादिवेषरचना ; कृत्रिमशार्दूलनन्दकगदाच-
क्राब्जविद्युत्पटा ; इष्टवरायुतायुत ; क्षणविधृतलयाकीग्निशीलांग ;
मणिकनकरथस्तोम ; असाधूरगा ; सुधांशुरुचि ; तापध्वान्तविना-
शदक्ष ; रिपुयशोजीवनद्रव्य; ज्याघातलेखाधर ; यदिषुशिशिमुक्तीं ;
धीमदमरश्रीमत्तता ; प्रपन्नविपन्नगोकपविस्तृतें. ग्रीष्मविरामवारिद-
घ्रा, मुसलशरधनुरुशक्तिकुंतीग्रपाणी, शतजनूरूढा, प्रिम्प्रसरज-
लरुद्धेक्षणयुग. 2. अनूरुवर्णें ; सल्वान्यगुणप्रकृति ; सन्मति-
निधिवैश्रवण ; करुणाकंचुक ; त्रिविष्टप ; मंत्रजनित्सा ; जीवन-
घस्मरविपदा ; व्यालभक्ष्यासना ; भाव्दक्षसन्तता ; शतधृतिसुरवास-
वाराध्यपादा ; मामनोधीश्वरा ; अलबु ; निर्वाण ; अविदग्ध ;
किशोरक ;— यांवर टीपा देऊन यांचा अर्थ स्पष्ट करा.

III. 1. देवगड किल्ल्यासंबंधाची ऐतिहासिक माहिती थोड-
क्यांत सांगा. 2. एकनाथाच्या शौर्याविषयींची आख्यायिका
संक्षिप्तपणें सांगा. 3. जनार्दनपंतांनीं एकनाथास ज्या प्रसंगीं
गुरुपदेश केला त्याचें थोडक्यांत दिग्दर्शन करा. 4. एकना-
थाच्या अद्भुन चमत्कारांचें समर्थन चरित्रकारानें कोणत्यारीतीनें
केलें तें सांगून 'हरिपंडित व पत्रावळी' या संबंधाच्या चम-
त्कारांचा सारांश द्या. 5. एकनाथाच्या उपलब्ध ग्रंथांचीं नांवें
देऊन, चरित्रकारानें त्याच्या कवितेंत जे गुण आहेत म्हणून
सांगितलें तें सांगून त्यानें दाखविलेल्या दोषांचें स्पष्टीकरण करा.

IV. 1. मोरोपंत केवळ भाषांतरकार आहे असा आक्षेपकर-
णाऱ्या लोकांचें मत चुकीचें आहे असें ज्या पद्यांवरून सिद्ध
होत असेल अशी तीन पद्यें अथवा त्यांचा सारांश द्या.
2. 'पाठीराखा इभाचा,' 'शिबि,' 'अंबरीष,' 'शिशुपाल'—
यांच्या संबंधाच्या पौराणिकक्रथा द्या. 3. 'व्यतिरेक,' 'अर्था-
न्तरन्यास,' 'पर्यायोक्त,' या अलंकारांचीं उदाहरणें कृष्ण-
विजयांतून द्या, व उपमा व उत्प्रेक्षा यांतील परस्पर भेद सां-
गून रूपकाचें व श्लेषाचें एकेक उदाहरण द्या. 4. मूळांतील
वर्गन पंतांनीं अगदीं थोडक्यांत केलें आहे अशा दोन स्थ-
लांचा निर्देश करा. 5. हास्यरसाचें भेद ; अष्टमूर्ति ; अक्षौ-
हिणी ; पौंड्रकवासुदेव ; द्विविद ; लक्ष्मणा व सांब ; लोकपाल;
वीररस व त्याचें भेद ; पंचयज्ञ ; यांवर टीपा देऊन त्यांचा
अर्थ स्पष्ट करा.


V. 1. प्रह्लादाला ताळ्यावर आणण्यासंबंधानें ज्या उपायांचीं
योजना त्याच्या बापानें केली म्हणून सांगितलें आहे त्याचें
संक्षिप्त वर्णन करा. 2. आर्यागीति व सारंग यांचें लक्षण
द्या. 3. बलरामानें कालिंदी ओढून आणिली ही कथा
जनांस काय सुचविते ? 4. एकनाथानें आपलें नांव एक्या
जनार्दन असें कां ठेवून घेतलें ? 5. मुसल्मानांस अविंध व
समशेरकुराणवाले असें कां म्हणतात ? 6. "ऋणं कृत्वा घृतं

पिबेत् ” हें कोणाचें मत आहे व त्याचा अर्थ काय ? ‘ सग-
ळ्या भाताचा वैश्वदेव, ’ ‘ काकतालीयन्याय, ’ ‘ शुकनलिका
न्याय, ’ ‘ काकाक्षिगोलकन्याय, ’ ‘ बादरायणसंबंध, ’ ‘ ग्यानाचा
एक्या नाम्याचा तुका ’— यांवर टीपा देऊन यांचा अर्थ स्पष्ट
करा. 7. मुक्तेश्वराचा व एकनाथाचा काय संबंध होता ?

VI. 1. (a) लावि कर ल्या तत्ता न अंगा रवी, (b) जेणें
कुलकुशल धरी रग्ण होऊनि खाट्रे, (c) सेवा सांगुनि वृणि-
वैभव विमोविश्वाननीं वर्णवा, (d) अशां क्षितिभरा कां पांच-
वो बांचवी, (e) पादत्राणहि कीं शिरीं सुमुकुटरथानीं पाहतें
चढों— यांचा भावार्थ सांगा. 2. ‘ प्रह्लादविजया ’ चा उल्लेख
पंतांनीं आणखी दुसऱ्या कोणत्या ग्रंथांत केला आहे ?
3. नरवीर्यतिमिरतरणि, स्वभक्तबाधाजिष्णु, दानार्द्रद्विपयूथना-
यक्षशिरोमुक्ताफळीं, यमदंडाघातभीतसज्जनकवचें— यांचा विग्रह
करून समासांचीं नांवें सांगा.

VII. 1. सत् + शास्त्र ; ऋण + ऋण ; षट् + मास ; गुरु +
आज्ञा यांचे संधि करा. 2. परोत्कर्षासहिष्णु, अभिनन्दन,
श्रोतव्यं दातव्यं, अर्थवाहक, यांचा वाक्यांत उपयोगकरून दा-
खवा. 3. ईषदर्थीं व अतिशयार्थीं लागणारे तद्धित प्रत्यय
कोणते तें सांगून त्यांचीं दोन उदाहरणें द्या.

VIII. 1. शिलंगण, दिवाळी, ओंवळे, अनशुद्ध, व गांठ, यांचीं

मूळचीं रूपें द्या. २. उपमानपूर्वपद कर्मधारय व अवधारणा पूर्वपद कर्मधारय यांचीं २ उदाहरणें द्या. ३. ‘बहुव्रीहि ’ समासाच्या निरनिराळ्या भेदांचीं नांवें व उदाहरणें द्या व द्वितीया व चतुर्थी यांतील भेद उदाहरणांनीं स्पष्ट करून दाखवा. ४. पढधातूच्या गणासंबंधानें काय विशेष आहे तें सांगून, जीं क्रियापदें सकर्मक असून अकर्मकहीं असतात अशाक्रियापदांचीं २ उदाहरणें द्या. ५. संस्कृतांत षष्ठीचा संबंध साक्षात्क्रियेशीं होत नाहीं, प्राकृतांत क्वचित् होतो हें स्पष्ट करून दाखवा.

WEDNESDAY, 3RD DECEMBER, 10 A.M. TO 1 P.M.
MARATHI: TRANSLATION AND COMPOSITION.

I. Translate into Marathi: [See Hindustani Translation paper, page 128.]

II. Translate into English :—

१. पूर्वनिर्दिष्ट गुणांशिवाय निरभिमान, भूतदया, निरिच्छता, आत्मनिग्रह, स्थैर्य, समचित्तत्व, विषयवैराग्य, परोपकार आदि- करून जे गुण खऱ्या साधूच्या ठिकाणीं अवश्य पाहिजेत, व ज्या गुणांचीं लक्षणें समर्थांसारख्या पुरुषश्रेष्ठांनीं, व तुकोबा- सारख्या सत्पुरुषांनीं बांधिलेलीं आहेत, तें सर्व गुण मूर्तिमंत एकनाथाच्या ठिकाणीं होते. “ जगाच्या कल्याणा संताच्या विभूती, देह कष्टवीती उपकारें ” हीं जी शूद्रकवीची उक्ति, त्याप्रमाणें अक्षरशः. एकनाथाचें वर्तन असे. यानें नीतिभ्रष्ट व अज्ञानांधकारांत चांचपडत असलेल्या लोकांस उपदेशामृत

पाजून व नीतिपर ग्रंथरूप दीपिका उज्वलित करून, नीतिसंपन्न
व ज्ञानी करून सोडलें ! आपल्या अद्वितीय गुणांच्या योगानें
जगास चटका लावणाऱ्या ह्या दयार्द्रपुरुषानें खकष्टार्जित संपा-
दन केलेलें ज्ञान, विद्या व धन हीं परोपकारीं खर्चें केलीं !

२. आपल्या गंभीरमुद्रेनें व अत्यंत मित भाषणानें प्रेक्षकांच्या
मनांत भीती उत्पन्न करणारा व केवळ भ्रूसंज्ञेनेंच दुसऱ्याच्या
वाक्चापल्याचें नियमन करणारा दरबारांत बसलेला नाना
फडनवीस निराळा, आणि या पत्रांच्या द्वारें मन मोकळें
करून इंग्रजांच्या लढाईचा ओघ जसाजसा अनुकूल किंवा प्र-
तिकूल दिशेनें वहात गेला, त्या त्या प्रमाणें उत्साह, भीति,
निराशा, चिंता इत्यादि मनोविकार स्पष्टपणें प्रगट करणारा,
पेशवाईच्या सरदारांस कधीं उत्तेजन देऊन कधीं व्याजोक्तीनें
ताडण करून, कधीं आर्जवें करून इंग्रजांशीं लढण्याकरितां
उद्युक्त करणारा व आपल्या खामीभक्तीनें उद्दीपित अशा
अन्तःकरणाची त्यांवर छाप पाडणारा असा हा चौकस,
सावध, दूरदृष्टि फेंकणारा नाना फडनवीस निराळाच होय !


३. भंग क्रुद्धद्विषांच्या प्रथमचि समरीं होयजैसा रदांचा ;
    तैसा वीराधिपांच्या निजविजयरणीं नाश झाला गदांचा ;
    जाणो त्या अर्कशाखा मगधकुरुकुलोत्तंस तें मत्त दंती,
    केलें दोर्युद्ध त्यांही तिणवदिन खरें, हें न्हवे किंवदन्ती.

अक्षक्रीडा न मोडी व्यसनिजन तसा तींत नाहीं च गोडी
भीतात्पत्राण जोडी, प्रभुसि विदित कीं शक्ति

[त्या फार थोडी,

विघ्नाच्या ज्यास कोडी प्रणति करुनिया टाकिती

[ सर्व खोडी,

दुर्वांसा हात जोडी ' शरण ' ह्मणुनि ज्या त्या

[ सचक्रास सोडी.

वेदान्ती नास्तिकांनीं, हरिशिशु अथवा वेष्टिला दिग्द्विपां-
[ नीं,

कीं सेनानी रणांत खरधिपरिपुंनीं वेष्टिला निष्कृपांनीं
उद्धाम खप्रताप प्रकट करि, धरि त्रास कां ? सांब लावी,
त्यांला लज्जामल, ज्या धनुर्सि, वरिशर क्रोध, युद्धा बलावी.
ऐशीं सुखजनकवचें यमदंडाघातभीतसज्जनकवचें ।
तो विषयवसुरतरुची न धरी कुमति साउली त्यजी

[ सुरतरुची ॥

कथिती दैत्य नृपातें नीरनिधि क्षोभला किशोर निपातें ।
त्यासि ह्मणे तो अर्य त्रिदशाधिपशत्रु वज्रसोदरहृदय ॥
जलधरपटलसमान द्युति कौस्तुभकंठ पीतपटलसमान ।
कारुण्यवरुद्धम हा भुज भुवनलयस्थितिप्रभवदक्ष महा ॥
घडली पातकराशी देवा तव पाददासपातकराशी ।
त्या माझ्या जनकमलट्षपणीं करुणा करु तुझे पदकमल ॥

4. शत्रुघ्न क्रुद्धतेंहां नवशरनिकरें शत्रुला क्षिप्रताडी ।

    तो त्याचें तद्रथाचें रज अनिलकरें खर्गलोकासि धाडी ॥

सौमित्रीच्या हृदळजीं क्षत करुनि रथोपरथदेशींच पाडी ।

तत्सेनामांसखंडें बककरटशिवागृध्रयूथासि बाडी ॥

III. Write as if to a vernacular magazine for boys a story illustrative of the following:—"Men there were in the world who 'counted not their lives dear to them in comparison with their truth to their word and love to one another.'"

मुलांकरितां देशभाषेंत नियमित काली प्रसिद्ध होणा-
च्या पुस्तकाकरितां म्हणून, खाली दिलेल्या मुद्यांचें ज्यांत
प्रतिपादन केलें आहे अशी एक गोष्ट लिहा— "'एकमेकां
विषयीं'चें प्रेम व आपल्या शब्दाची सत्यता यांच्या मानानें
आपल्या जीवितांस प्रिय न मानणारे,' असें पुरुष या जगांत
होते.''

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TUESDAY, 2ND DECEMBER, 2 TO 5 P.M.
TAMIL: TEXT-BOOKS AND GRAMMAR.

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I. 1. குருக்ஷேத்திர மென்றதற்குப் பொருளென்ன? அத
ற்கு வேறொரு பழைய பெயரென்ன? கௌரவரும் பாண்டவ
ரும் போர் நடத்திய இடத்துக்கு இப்பொழுது வழங்கும் பெய
ரென்ன? சடந்த பஞ்சகம் அதற்கு இன்ன திக்கிலுள்ளதென
நியாயத்துடன் கூறுக. இந்திரப் பிரத்தம், அத்திளைபுரி இவை
எவ்விடத்துள்ளன? யார் யாருக்குரியன? உரிமை யெப்படி
உண்டாயிற்று? பாரத யுத்தத்துக்குக் காரணமென்ன? 2. பார
தப் போர் என்னென்ன பருவங்களாக வகுக்கப்பட்டிருக்கின்
றது? அவ்வாறு வகுக்கப்பட்டதற்கு நியாயங்களென்ன? இப்
போரின் முடிவென்ன? அம்முடிவுக்குக் காரண மின்னதென்த்
துரியோதனன் வாக்கைகக்கொண்டு கூறுக.

II.  1. செருப்புலக்கையாமுரவிடை விருதராந்திணைக்குரல்
[சூூச் சேர
மருப்புலக்கைகொண்டிடிக்கும்வெஞ்சினமனமத்தவா
[ரணமன்னுன்
பொருப்புலக்கையுற்றலமரவரிந்தவன்புதல்வன்  மே
[லொருபார
விருப்புலக்கைகொண்டெறிந்தனனவனு மச்தெண்
[முறிபடவெய்தான்.

2. தியங்குகின்றபேருறுதிகண்யெங்குதல்சிந்தையிற் சி
[மிதற்ற
புயங்ககேதனன்கண்ணினுக் கிமையெனப் பொருப
[ண்டயுடன்சேர்ந்தான்.

3. யாதுமோதெளிதிநின்போலேற்ற முள்ளவர்க்_ கிவ்

போதுமோபூண்டபூண்ட புகழெலாம் போய்விடா
[தோ.

4. வஞ்சூனவழியிலொழியநேர்படவன்பொடு மறமும
[றமதாம்வகை
யெஞ்சியபதினெண்வகைகொணளி னு மின் றமர்
[பொருதுதரகேதுவே.

(a) இவற்றுள் 1-க்குப் பதவுரையும் மற்றலைவைகளுக்குப்
பொழிப்புரையு மெழுதுக.  (b) 1-ல் உள்ள அணி யின்னதென
விளக்க.  (c) 3-வது யார் யாருக்குச் சொன்னது ? சொன்ன
தின் நோக்கமென்ன ? 4-வதிற் கூறிய விஷயத்தைச் சில சங்
கதிகளால் விளக்க.

III.  1. குளத்தில் முழுகியிருந்த துரியோதனனை வெளியே
வரும்படி செய்ய வீடன் என்னென்ன சொல்லி யழைத்தான் ?
2. மானகஞ்சுகன், ஞானபண்டிதன் - இவை யாரைக் குறிக்கின்
றன ? இப்பேர் அவர்களுக்கேற்றவை யென்றதைச் சில சங்
கதிகளால் தெரிவிக்க.  3. மானகஞ்சுசனுவன் ''மானபங்க
மறந்து தன்னெஞ்சினுக்கான தட்டியளித்தவர் தம்மொடுங்கோ
னிலம் புரச்கும்படி கூறுவாய்'' - என்றது பொருந்துமா ?
4. '' அம்பியிழந்த பெருங்கடல் வாணர்''—, '' கடலீந்தி யேறி
னர்க்குக் கழிகடத்தலரியதொன்றே''—'' அங்கை நெல்லிக்
கனி''—''எற்றிடை வெங்கன லுழைந்ததென்ன ? இவை
யென்னென்ன பொருளை விளக்கும்படி கூறப்பட்டன?

IV.  1. இவற்றுக்குப் பெயர் என்ன? சிவன்சடை., வீமன்
கதாயுதம், கண்ணன் சங்கம், அசுவத்தாமன் சிவனிடம் பெற்ற
ஆயுதம். 2. (a) இவற்றுக்கர்த்தடென்ன? அண்ணிய, ஆளுது,
நிஞ்ச, விலோதனம், கயில், விண்டார்; ஆடல்மா, பாயதடம்,
பார்மகள் முதுகுற, ஊரின் மிஞ்சிய, உரைத்து மீளவுமுயிர்
த்து, நாகர்கள் இறைகொள, ஒருபாலிறை கொண்டொழிசேன,
தேராளிற் சிலர் வேறெஞ்வார், (b) ஆளுது, இதற்கு வேறு
ரூபம்; ஆடல், பாய, இறை, இறை இவற்றின் டகுதிப்பொருள்;
உற, ஊறு, உரைத்து-இவற்றின் பொருள்களுக்குள்ள சப்பந்
தம் - என்ன? (c) விதி தனக்கு விதிபோல்வான், செப்பாத
வாய்மையெலாஞ் செப்பினுன், சடையோன் வழங்கிய படை
மூன் பிழைத்தவர் யாவரேபிழைத்தார், பாலர்மகுடம் துணித்த
தின் றென்ன வீரியமென் னினைந்தென் செய்தாய். இவற்
றின் பொருளே விரித்துத் தெளிவாயுரைக்க.

V.  1. இல்லறவியல் என்றுலென்ன? அவ்வியலேச்சேர்ந்த
இரண்டு மூன்றதிகாரங்கட்குப் பேர்கூறி அவை எவ்வாறு அவ்
வியலேச் சேர்ந்தவையென விளக்க. 2. இவற்றுக்கர்த்தமெழுத-
குழிக்கன்று வல்லதாம் தாய்நாடிக் கோடலே; சல்லாதார் சேதன
மென்னுமச் சேறகத்தின்மையால்; வையத்து மன்னிய மூன்றில்
நடவணடெய்த விருதலேயுமெய்தும்; கொடவிணையராகுவர்
கோடாருங் கோடிக்கடெவிணயராகியார்ச் சார்ந்து.

3. உறற்பாலநீக்கலுறுவர்க்குமாகா
       பெறற்பாலநயவுமன்னவாமாரி
       வறப்பிற்றருவாருமில்லேயதுனச்
       சிறப்பிற்றணிப்பாருமில்.

(a) வெண்பாவுக்குரிய சீருந்தளேயு மின்னின்னவெனக்
கூறி இச்செய்யுளேக் கொண்டு சுருக்கமரய் விளக்க. (b) உறற்
பால என்ற அடியின் பொருளடங்கிய அடி யொவ்வொன்று
பாரதம், இராமாயணவெண்பா, பன்னூற்றிரட்டே-இவற்றிலிருந்
தெழுதுக. (c) செய்ந்நன்றி சொல்லுதல் எத்தன்மைத்து?
மூடர்க்குச் செய்த உபகாரம்-இருமையுஞ் சுடும், எப்படி?

VI.  1. புத்தபூமியில் மூர்ச்சித்துக் டெந்த இராமலட்சுமண
ரைக் கண்டு சிதையும், புத்திரரைவர் தலேயற்றவடலேக் கண்டு
திரௌபதியும் வருந்துகினதை விவரிக்க. இருவரையும் யார்
எவ்வாறு தேற்றினுர்கள்? 2. இன்றுபோய் நாளேவந்து பொன்
றுக. இது யார் யாருக்கு எப்பொழுது சொன்னது? இது

போல வீமன் எப்பொழுது யாருக்குச் சொன்னுன்? 3. வெம்சுசி
நேர்பஞ்சு, அஞ்சிறையானீவி, முனிவிற்குத்திஞன்றுப்-வண்
டின் வீழ்த்தான், இவற்றின் பொருள் என்ன?

VII. 1. இவற்றுக்கர்த்தமெழுத. எல்வுறக்கற்ற நூல், ஒற்க
மின்று, உற்றுழியுதவியும், ஒற்கத்திஞற்றுந்துஊண, எச்சமென
ஒருவன் மக்கட்குச் செய்வன விச்சை, வண்ணப்பொன் செய்வ
செயியல்ல. 2. கல்விகல்லாத் தொழிலினே விடவே வேண்
டும் - யார் யாருக்குக் கூடியது? கல்விக்கு விளக்கு என்ன?

VIII. 1. அரிச்சந்திரன், சந்திரமதி, இவர்கள் குணதிசயங்க
ளின்னவென இரண்டொரு திருஷ்டாந்தத்தோடு கூறுக.
2. அரிச்சந்திரன் சந்திரமதியின் தலையைச் சேதிக்க வாள் வீசின
பொழுது நடந்த தென்ன? 3.`பச்சாத்தாபம், அதர், வெறுக்
கை, கையர் - இவற்றுக்கர்த்த மென்ன?

IX. 1. வினேப்பகுதி வினேயெச்சப் பொருளிலும், தன்வினே
பிறவினேப் பொருளிலும் வருதற்குதாரண மெழுதுக. 2. கற்று
ணர்ந்தோரைத் தலேநிலத்து வைக்கப்படும்—ஆறு போயற்று,—
வைக்கப்படும், போயற்று - இவற்றுக்கிலக்கணங் கூற. 3. வி, வீ, வி,
என்றவை முறையே எவ்வெவ்வகையான பகுதிகளுடன் சேர்
ந்து பிறவினேப் பொருளில் வரும்? 4. ஒரு சொல் (a) வினே
யெச்சமாயும் பெயரெச்சமாயும் வருதற்கும்; (b) செய்வினேயா
யும் செயப்பாட்டு வினேயாயும் வருதற்கும் உதாரண மெழு
துக.

TAMIL: TRANSLATION AND COMPOSITION.

I. Translate into Tamil: [See Hindustani Translation paper,
page 128.]

II. Translate into English :—

1. அரங்கின்றிவட்டாடி யற்றேநிரம்பிய
நூலின்றிக் கோட்டி கொளல்.

2. கற்றிலாய்கலே கற்றுண ரார்முக
மூற்றுநோக்கின் மயானத்தையொக்குமால்
பெற்றுளார்பெறும் பெறுதங்காதலர்
செஉற்றகல்வியிற் றாயென்ரோதலே.

3. எண்ணியகருமமுடியினு முடியாதொழியினுமீசனே
[த் தொழுதல்
புண்ணியமெனுமாறன்னியாங்கொருதன் பொய்கை
[யிற்புனல்படிந்தேறிப்
பண்ணியவிசையின்படிவமாந்தெரிவைபங்கீனப் பங்
[கயமலர்கொண்
டண்ணியகருத்திலிருத்தியஞ்செழுத்தாலாக மப்படி
[யடிபணிந்தான்.

4. அலகுசால்கற்பினறிவுநூல்கல்லா
துலகநூ லோதுவதெல்லாங்—கல்கல
கூடந்துணையல்லாற் கொண்டெதுமொற்றம்
போந்துணை யறிவாரில்.

5. சாகரத்திற்கொப்புரைக்கிற் சாகரமே யொப்பாநீண்
மாகமதனுக் கொப்பம் மாகமே—யேகுகண
யேற்றுசிலகைக்கொண் டிராமனுமிராவணனு
மேற்ற சமர்க் கஃதே யீண.

6. (a) வனங்களினின்றும் இருண்டநிறமும் சுருண்ட
குஞ்சியும் சுளித்த முகமும் நெறித்த புருவமும் தடித்த உட
லும் வரையொத்த மார்பும் மல்லலெத்த தோளும் வில்லெலெத்த
கையும் எரியுமிழும் விழியும் உருமஞ்சு மொலியும் உடைய
ராய்ப் பாசங் கைக்கொண்டு மீசைமுறுக்கி அரையிற்கச்சுக்
கட்டிக் காவில் வீரக்கழலணிந்து வாள் விசித்து இருப்புக்கவச
மணிந்து பொருப்புக்கள் பொடியாக நிலம் நடுங்க விடந்திரண்
டன்ன மேனியராகிச் சேணத்தலேவர்கள் பிரயாண பேரிகை
யோடெழுந்தனர். (b) பொய்யி னூங்கு பகையுமில்லே, மெய்
யினூங்கு நட்புமில்லே. மீனவி மக்களிடத்திற் பற்றுவிட்ட
வர்களே ஞானிகள். "அற்றது பற்றெனினுற்றது வீடு,"
"யானெனதென்னுஞ் செருக்கறுப்பான் வானேர்க்குயர்ந்த உல
கம் புகும்." ஆதலின் இழிவான உடல் பொருள்களிற் பற்
றெழிந்து அழியாப் பொருளீட்டலே தகுதி. பூமியும் புத்திர
ரும் பாரியையும் சரீரமும் நீர்க்குமிழிபோல் நிலேயற்றவை.
ஆன்மாவொன்றே ஞானமயமா வொளிவிட்டென்று மழியாமல்
பரம்பொருளோ டொன்றுவது. அப்பரஞ்சோதியைப் பற்
றற்றே பற்றவேண்டும். ஆதலால் மீனவிமக்களிற் பாசம்
வையாது நின்பொய்யா விரதம் போற்றுக. "பொய்யாமை
பொய்யாமை யாற்றினறம்பிறசெய்யாமை செய்யாமையன்று."

அஹிந்தொன்றேயமையும். "எல்லாவிளக்கும் விளக்கல்ல சான்
றோர்க்குப் பொய்யாவிளக்கே விளக்கு." அதனினுங்கு அறி
வுயிலஃலு.

III. Write as if to a vernacular magazine for boys a story illus-
trative of the following :—"Men there were in the world who
' counted not their lives dear to them in comparison with their truth
to their word, and love to one another'." பின் வருவதற்கு உதா
ரணமாக ஒரு கதையைச் சிறுவர்களுக்கான ஒரு சுதேசபாஷா
பத்திரிகைக்கு எழுதுவதுபோலெழுதுக :—"வாக்குதத்தத்தில்
இணங்க நடத்தலினும் ஒருவரை யொருவர் நேசித்தலினும் அதி
கமாகத் தங்களுயிரை மதியாதவர்கள் உலகத்திலிருந்தனர்."

TUESDAY, 2ND DECEMBER, 2 TO 5 P.M.
TELUGU : TEXT-BOOKS AND GRAMMAR.

I. 1. సంస్కృతమహాభారతమును రచించిన దెవ్వరు ? మొదట
నీభారతకథను వినినరా జెవ్వడు ? అతనికిని కౌండవులకును గల
బాంధవ మేమి ?

2. రూపకము లెన్ని విధములు ? వానిని జేర్కొనుమది. అందు
న్యాయయోగంబునకుం గలవిశేషాంశము లేవి ? ధనంజయవిజయము
కాక మతియొక్కు వ్యాయోగమం చెలుపుడు. ధనంజయవిజయ
మున బీజమెద్ది, కార్యమేది ?

8. మల్లారెడ్డి యేకాలపువాడు ? అతనికవిత్వమంగూర్చి
మీయభిప్రాయ మేమి ? తిక్కనశైలికిని మల్లారెడ్డి శైలికిని గలభేద
మేమి ?

II. 1. కాకమానిమూర్తిచే రచితము లైనకావ్యములం జేర్కొని
యాతనిశైలింగూర్చి మీయభిప్రాయములు చెప్పడు. ఇతఁడె బట్టు
మూర్తి యనుటంగూర్చి చర్చింపుడు.

2. ధనాభిరామ మెవ్వరిచే రచితము ? ఈగ్రంథమున కేదేని
సామాంతర మున్నం చెలుపుడు.

8. చంద్రాంగదచరిత్రశైలి యొట్టిది ? అందలికథ యొందుండి
గ్రహింపబడినది ? తత్కృతికర్తకాలనిర్ణయ మొనరింపుడు.

C—18

4.అభినవవాగనుశాసనము  డెవడు? అతని కాపే రెట్లు సిద్ధించి యుండును? అతనికి వేణుదిహ దేమి? అదెట్లు సిద్ధించెను?

III. 1. ఈశ్వరుడువోలె గాధేయు దేసుదేర—గాధేయు డెట్లీ శ్వరుం బోలెను? దండప్రణామంబు లన సేమి?

2. నూతసుతుండు వీఁ డనక... నన్ను దనయంతటిమానిసిఁ జేసి యుండ—ఎవ్వఁ డెట్లు తనయంతటిమానిసిఁగాఁ జేసెను? ఎప్పుడు? ఏల?

8. కౌరవులయొడ దండంబు దక్క నొందుపాయంబు లేదు— మిగిలినయుపాయంబు లేవి? అవి యేల పనికి రావు?

IV. 1. స్వామి యవధాయ శ్రీ హరిశ్చంద్రభూప
రాజవై కువలయ మీవు ప్రబల జేయ
జాల నిన్నాళ్లదనుక నీచల్లదనము
గలుగ నుంటిమి దోషాంధకార మణఁగి.

2. నీయనుజాలు దివిజాలకు న
జేయులు ధృతరాష్ట్రిసుతుల �🙂జెండుట ప్రేంగే
తోయజనాశము గజలీ
లాయత్తము గాదె యెత్తు మాహవమునఁర్.

8. చక్రవర్తియు బుణ్యజనుల నొంచిన బుణ్య
జనుల రక్షించెడి చక్రవర్తి
రాజమాళియును గోత్రంబు వంచినను గో
త్రములు తిన్నఁగ నిల్పుrāజమాళి.

ఇందు మొదటి రెండుపద్యములకు దండాన్వయమును, మూఁ డవ పద్యపాదములకు బ్రతిపదార్థమును, అన్నిటియందలియలంకౌర ములను వ్రాయనది.

V. 1. దీనికి మూలము శకునియు సేనను దుశ్శాసనుడు—ఇఁ దె వ్యరిమాట? దేనికి మూలము? వీ రెట్లు మూల మైరి?

2. '' అగ్నికుండమున ద్రోణాచార్యునకు న్యాళ్ మొనరించు

దానికై యుద్భవిం" చినవాఁ డెవఁడు? ఎవఁడు "భీష్మనకు మృత్యు వై జనించిన వాఁడు"? వా రట్లు పుట్టుట కేమికారణము?

3. చంద్రోదయంబునకు మహార్ణవంబునంబోలె ఘూర్ణిలు చుండె—ఏది? ఎప్పుడు? ఏ కారణముచేత?

VI. 1. వారలంతలంతలు సేయుదురయ్య, 2. ఉక్కుమట్టినఁ దెంపు గలరు, 3. ఈఱితాఱులు మఱిమాట లిచ్చి, 4. అప్పాసొత్తుం డెట్టు నం జక్కుంబడక తనచలంబుతోఁదన పొట్టుపొర లయ్యై, 5. వెడ వెడ రేను దొల్లి యిది వింటిౖ—వీనియర్థములను విశదపఱచుపుడు.

VII. 1. నోఁగలపై ... యొప్ప ... కేతువు మెఱియంగ నరదంబు మెఱుఁగు లడర l ... పూరించె దేవదేవ l ... మున్ను గా ఫల్గునుందు— బొట్టు లుండుచోౖట్ల విడువఁబడి యాన్న పదములను వరుసగా ్రవా యుఁడు.

2. ఌ త్త్రియద్యూతమును, రణయజ్ఞమును వర్ణింపుడు.

3. ఇంద్రసం్రేషి తాభ్రిచరేంద్రబద్ధ
   చూడవైతివి గద భీతి సుదయ్యాఁడైన
   ధర్మజానియ్యాజ్ఞ భీమనితమ్ము్ౖయడైన
   పార్థ్ దోౖనరించినది బాణపంజరంబు—
దీనితాత్పర్యము చెప్పి యిందు సూచింపఁబడినకథం దెలుపునది.

4. హరివిద్వేషుల డాయుచు
   దిరముగ నొౖక చెంచులదొౖర తెగిపడ నఱౖౖౖ
   హరివిద్వేషుల.కరయం
   దొరకు నె సద్గతి యు నల యధోగతి దక్కుౖౖ.
ఇందలియర్థము విశదీకరించి యలంకారములం దెలుపుఁడు.

VIII. 1. సంస్కార మన నేమి? జాతకర్మాది సంస్కారంబులలో నొౖకయాఁతీంటిని దెలుపుడు.

2. జిలుఁగుఁగోౖకలు, పిల్లికూనలు, ఎలుకదొౖరలు, జడదారి మూఁకలు—వీనికి సమానార్థము లగుసాంస్క్ౖృతిక సమాసములు ్రవాయుఁడు.

8. తాపస్కశేష్ఠండు, అవనివిభుండు, అంగలతిక—వీనికి సమానార్థము లగుసాచ్ఛికసమాసములు (వాయుండు.

IX. 1. వీడు, వీండు ; బ్రహ్మణ్యము, (బౌహ్మణ్యము ; దొరయ, దొఱయ ; కిరాతుండు, కిరాటుండు ; జాగిలము, జాంగలము ; కాసరము, కాసారము ;—వీనియర్థముల దెలుపుడు.

2. తారకలు, ధర్మము, ఇనుడు, ధనంజయుండు, వాహిని, సారంగము—వీనినానార్థములు (వాయుండు.

3. పిత్ఱ్యాణము, విష్వంశము, వాజ్జ్నేపుణము, మనస్తాపము—వీనిని విసంధిగ (వాయునది.

4. తామరలవంటికన్నులు గలది, హృదయ్ఱమైనచారిత్రము గలది, రమ్య మైనగాత్రము గలది—ఈ విగ్రహములకు సమాసములు (వాయుండు.

5. మూండు నిత్యైక వచనములను, మూండు నిత్యబహువచన ములను (వాసి మహత్తునకును మహతికిని ఏకరూపమే గలశబ్దముల ఱెంటిని (వాయుండు.

6. (a) అధిపుర డభిషేకించెక్ ! జనురెల్ల సంప్రమోదంబునc బొందంగక్. (b) ఒంరెద్దు ెెట్టుక కివ్రుడు మాత్రోక గృహి సేయ గలండె. (c) ఒక కూహకఫూహ యొనర్చి యిట్లనుక్—ఇందలివ్యా కరణవి శేషములం దెలుపునది.

X. 1. కన్ఱనిజన్మక్రమంబుc దెలిపి యాతనికిc గగ్గల దనుపేరు వచ్చుటకుc గారణము (వాయుండు. సూతగృహమున నతc డే పేరం బ్రసిద్ధుc డయ్యె. ఆ పేసనకం గారణ మేమి ?

2. నకులసహదేవ్రాజను లెవ్వరి నెవ్వరిని సేనానాయకులగం జేయం గోరిరి ? వారు తమతమయభి(పాయముల కేయేకారణములు పలికిరి ? తుదకెవ్వc డెవ్వనియభి(పాయానుగుణముగ సేనానాయకc డయ్యెను ?

XI. 1. కోరి పతులుగc జేయు మత్తహిణులకు—ఇది సరియా ?
లేదేని తప్పంc జూపి సవరించి (వాయుండు.

2. మానవేశ్వరయc డనియొనో మానిచంద్ర భవ్యభపద్దీయపాద
సందర్శనంబుకతన మన్నోళికిని వన్నె గళ్ల నేను విశ్వమున సర్వమంగ
ళాన్వితుండ నైతి—

(a) ఇది యేమిపద్యము ? పాదపాదముగ విభజించి గణ
ములు దెలిపి (వాయుండు. ఇందుం దప్ప ఉన్న సవరింపుడు.

(b) ఈ పద్యము నందలియర్థ సారస్య మేమి ?

3. వృత్తజాత్యుపజాతులకం గల భేదములు దెలిపి, రత్నావళి
లక్షణము (వాసి యది వీనిలో నెందుc జేరనో తెలుపుడు.

**WEDNESDAY, 3RD DECEMBER, 10 A.M. TO 1 P.M.**
**TELUGU: TRANSLATION AND COMPOSITION.**

I. Translate into Telugu :—[See Hindustani Translation paper,
page 128.]

II. Translate into English :—

1. ఎప్పుడు సెయ్యొడం బొదివి యిందఅకం దగ నీవు కంటికిళ
ఇప్పుయుంచోలె మాటయ సెతీం బన లారసి యొజ్జ చాద్పసం
జైప్పచు వీరిబుద్ధికొని చేయుము కార్యము నీకు రక్షగా
నిప్పరమేశ్వరుండు గలc డిచ్చ శుభం బని చూపెం గృష్ణనిళ.

2. తనమను లన్నియు న్మను ముదం బలరార సుర ల్పారించి రం
చును బరికించి మేరుగిరిచట్టును జుట్టుక యా(క్రమించెనో
వననిధి కాండము ల్తెఅయ వచ్చి యనం గన నొప్ప నప్పరిం
గనకపురగోటచట్టును బోగడ్డత నెక్కి_ యగడ్డ చక్క_ంగళ.

3. ఇదుప్ప ల్సజ్జనసఖ్య మట్లు మలకె ళ్నిచస్వభావంబున
ట్లడర న్సల్పులు మచ్చరబువలెc (దాసాపాదకంబుల్ నృపు
ల్చైదుగుల్లోస్వలెc బద్రక్రమావిదితముల్ క్లిష్టత్కు_కావ్యాభము
ల్విలసత్స్వ్యస్తిక లైనయోగులవలె స్వే పర్వే భామ ల్దివెళ.

4. ఓరి మృగాంక నాజడకు నోడినరాహువుకిన్కు నంకరమ్
పేర విసంబు నీయొడలఁ జేరఁగఁ గోరలఁకొన్ది నొక్కిఁ దు
ర్వారనిజత్వదీయకరవారవిషంబుల నొంచ సాఁగేఁ దె
స్వేరమ్ బూని యిప్ప డిది నీదగుచేఁతగఁ జూడ కమ్మెయిర్.

5. ఒక్కనికీఁ జెక్కుమొనలకుఁ
దక్కఁక పోరగుట యరిది దానవబలమర్
గ్రికిఁతిసినతిమిరమునకు
గ్రుక్కఁక యాదవకుమారసూర్యుఁడు నిలిచేర్.

6. రంజన చెడి పాండవు లరి
భంజను లై విరటుఁ గొల్వఁ బాల్పడి రకటా
సంజయ విధి నే మందును
గుంజరయూథంబు దోమకుత్తుకఁ జొచ్చేర్.

III. Write as if to a vernacular magazine for boys a story illustrative of the following:—"Men there were in the world who ' counted not their lives dear to them in comparison with their truth to their word, and love to one another'."

బాలుర నిమిత్తము వీర్పడి యందు దేశాభాషా మాస పత్రి
కకు గ్రాసినట్టుగా ఈ క్రింది విషయమును దృష్టాంతపఱుచుచు
గ్రాయుఁడు:— "'తమ మాటనిలుకడ, పరస్పరాభిమానము, -
వీనిముందఱ తమ గ్రాణములను గ్రేమింపని' జనులు లోకములో
నుండిరి."

TUESDAY, 2ND DECEMBER, 2 TO 5 P.M.
KANARESE: TEXT-BOOK AND GRAMMAR.

I. 1. ಜೈಮಿನಿಭಾರತದಲ್ಲಿ ನೀವು ಪಠಿಸಿದ ಸಂಧಿಗಳಲ್ಲಿ ಭಗವದ್ಗೀ
ತೆಯ ಸ್ಮರಣೆಯಂ ಆವ ಸಂದರ್ಭದಲ್ಲಿ ಬಂದಿದೆ? ಭಗವದುಪದೇಶವು
ಏನೆಂದು ಹೇಳಿದೆ? 2. ಚಂಡಿಯ ಕಥೆಯಿಂದಲೂ ಸುಧನ್ವನಕಥೆಯಿಂ
ದಲೂ ಆವ ನೀತಿಗಳನ್ನು ಪ್ರತಿಪಾದಿಸಬೇಕೆಂದು ಕವಿಯಂ ಉದ್ದೇಶಿಸಿರ
ಬಹುದು?

II. 1. ಸದಾನವಂ, ವಿಭವಾಸ್ಪದಂ, ಮೃಗಘಧರಂ, ಕುಜಯಂತಂ, ವಂಶ
ಪರಿಶೋಭಿತಂ, ಶುಭಸುರಭಿಸಂಭೃತಂ, ಶರಧೃತಂ, ಚಿತ್ರಪತ್ರಾನ್ವಿತಂ
ಪುಂಡರೀಕೋಲ್ಲಾಸಂ—ಈ ಪದಗಳ ಶ್ಲೇಷಾರ್ಥವನ್ನು ಸ್ಪಷ್ಟಗೊಳಿಸಿರಿ.

2. ಸೇನಾಸುಗಳ ಬಿರುದುಂಗಳ ಪೆಟ್ಟಿರ್ದಮಂಡುಹುಗಳ ।
ಹೊಣಿಕೆಗಳ ತಡಹುಂಗಳ ಕಲಿತನದ ಕಡೆಹುಂಗಳ ।
ರಣದವಕದಿಂ ಕುಣಿವೃತಿಯಿಂದು ಹಂಸಧ್ವಜನಪರಿವಾರಮನು
[ದಿನದೊಳಂ.

ಇದಕ್ಕೆ ಪ್ರತಿಪದಾರ್ಥವನ್ನು ಬರೆಯಿರಿ.

III. 1. ಜಯನೃಪಕಾವ್ಯವನ್ನು ರಚಿಸಿದ ಕವಿಯನ್ನು ಕುರಿತು ನಿಮ್ಮ
ಗ್ಯೇಸು ತಿಳಿಯುವುದು? 2. ಶೈಲಿಯಲ್ಲಿಯೂ ಅಲಂಕೃತಿಯಲ್ಲಿಯೂ
ಜೈಮಿನಿಭಾರತಕ್ಕೂ ಈ ಕಾವ್ಯಕ್ಕೂ ನಿಮಗೆ ಗೋಚರಿಸಿದ ಕೆಲವು ತಾರ
ತಮ್ಯಗಳನ್ನು ತಿಳಿಸಿರಿ.

IV. 1. ವಾತಾಪಿಯಃಶೇಃ, ಭೀಮಜಶಾಸಂಧರ ಸವ್ಯರದಸೊಬಗಂ,
ಹರಿವೇಖಿಲೆಯೆಂಬ ವಿದ್ಯೆ - ಅಂದರೆ ಹೇಗೆ? 2. ಕೊಲಬೂರದು ಕೊಲ
ದಿರ್ಬೂರದೆಂಬ ಜಯನೃಪನ ಚಿಂತೆಯು ಹೇಗೆ ಪರಿಹಾರವಾಯಿತು?
3. ವ್ಯಾಲೀಕುಲಕೆ ನಿಜಶರ್ಪ್ರಶಿಕನ್ಯಂ - ಎಂಬುದಕ್ಕೆ ಕವಿಯು ಏನು ಕಾತ
ಣವನ್ನು ಹೇಳಿದಾನೆ?

V. 1. ಹೊಳಕೆಗೆ ಹೊಸವೀಳೆಯುವೀಯೆಂಬ ।
ಗ್ಗಳಿಕೆಯ ಪಂತದಪಲವಾತುಗಳಂ ।
ಗಳಪುವಕುಱುಹಿನ ಸಂಜೋಗಗಳಂ ಕುಡವೇಟಿಲ್ಲೆಡೆನೂಲಂ ।
ಘಳಲನೆಸಹುಹಿವ ಸೆಲಂಬೆಡುವಭಜ ।
ಬಲಶಾಲಿಗಳಂಗ್ರಿತೆಯಿನುಲಿವಕಲ ।
ಕಲಮುಂಭಯವುಲ್ಮಾ ಹದ ದೊರೆ ದೊರೆಗಳ ಬಳಸಿನೊಳುಣ್ಟಿ
[ದುದು ॥

2. ಕೆದರ್ದುರ್ದುಬಗೆಬೆರ್ಚಿದು ದೆಟ್ಟಿ ಅಂನಾಶ್ ।
ಕೆದರ್ದುರ್ದು ಗೆಲವಟಿಯಿದುದು ಜಾಶ್ ಜರದುದು ।
ಬಿದಿರ್ದುರ್ದುಬಿಂಕಂ ಬೀತುದುಃಪರಿಸ್ಪೈಸೆರ್ವೋಂದುದು ಸೇಪು ॥

೩. ಉರಿಗಳ್ತ ಮ್ಯೂರ್ಕಂಗಳೊಳ್ ಶ್ಱೂಂಗಳ ಸದಸಿರಿಯಂತೊಳ್ದರ್ಲ್ಟಿಗೆ
[ತೋರು ।
ತ್ರಿಚೆಸಂದ್ರೋಂದ್ಮಿನ ವೃಕ್ಷಾವಳಿಯೆಲೆಕರುಕಾಗುತ್ತ ಪೋಷಂ
[ದೆವಿಂದಂ ॥
ನೆಱೆಹೊಮವ್ಯಾಪ್ತಿಯಿಂ ಕಾವುರ್ಯ್ಗಿಲಗಣದಂತಾಗೆ ನರ್ಮ್ಮಾ
[ಜಲಂಗಳ್ ।
ಪರಿಯಲ್ಸಂತಪ್ತಯೋಷಿಜ್ಜನಮಿದುಪುರದೊಳ್ ಕೀಳ್ಕ್ಕು ಮೂಡಿ
[ತ್ತು ಪೆರ್ಚಿಂ ॥

ಇವುಗಳಿಗೆ ಅರ್ಥವು ಸ್ಪಷ್ಟವಾಗುವಂತೆ ಸರಳಾನುವಾದವನ್ನು
ಬರೆಯಿರಿ.

VI. 1. ಪಟಿಮ, ಪಾಟಿಮ, ಸೂಟಿಯಿಸು, ತಱವಾರಿ, ಬಲ್ಲಾಳ, ಗರವೊ
ಯ್ಸ್, ತಱಿಸಲ್, ಕಿನಿಸು, ಕೆಕ್ಕಸಗೆಲಿವವಮರುಳ್, ಸೆಣಂಪಾರದಸೇನೆ-
ಇವುಗಳಿಗೆ ಅರ್ಥವನ್ನು ಬರೆಯಿರಿ.   2. ಅನಿಮಿಷ, ಆವ್ಮ್ಬ್ಧಿಕ್ಪಾಲಕರು,
ವಾತಾಹಾರ, ಆಧೋಲೋಕ - ಇವುಗಳಿಗೆ ಆಚ್ಚಗನ್ನಡ ಪರ್ಯ್ಯಾಯಪದಗ
ಳನ್ನು ಬರೆಯಿರಿ.

VII. 1. ಕಾದಂಬರೀ ಕಥೆಗೆ ಮಹಾಶ್ಚೇತೆಯ ಕಥೆಯೆಂದು ಹೆಸರು
ಕೊಡಬಹುದಿತ್ತೆ - ನಿವ್ಮ ಅಭಿಪ್ರಾಯವನ್ನು ಸಕಾರಣವಾಗಿ ಬರೆಯಿರಿ.
2. ಅದರಿಂದ ಗೆಯೇ ಆಗಲಿ ಹೋಗಲಿ ; ಅದರಿಂದ ನೀನು ಕುಂದುಱೆಯಾಗಲಿ
ವೆ ಹೋಗಲಿ - ಇಂತಹ ಶಾಪಗಳನ್ನು ಕೊಡುವುದಕ್ಕೆ ಕಾರಣವೇನು ?

VIII. 1. ವಿಶ್ವಾಮಿತ್ರನು ನಾವುಕೊಟ್ಟ ಮಾಂಸವನ್ನು ತೆಗೆದುಕೊಂಡ
ನಂತ ; ಚಂದ್ರನ್ಸೋದರಿ—ಇಲ್ಲಿ ಸ್ಮೃತವಾದ ಕಥೆಗಳಾವುವು ?   2. ಇತಿ
ಹಾಸ ಶಾಸ್ತ್ರನ್ಯಾಯನಿದರ್ಶನ—ಇವುಗಳಿಗೊಂದೊಂದು ಉದಾಹರಣೆ
ಯನ್ನು ಕೊಡಿರಿ.   3. ಪಕ್ಕಿಗಳು ವೈತಾಳಿಕ ವೇಷವಂಧರಿಸಿದುವು ; ದೇ
ಹವು ಪಾರ್ಥಿವವಯವು ; ಆಪ್ರತಿಹ್ಕ್ಞ್ಣಾರಾವ ; ಅಭ್ಯಾಗತಪ್ರತಿಪತ್ತಿ ;
ದುಃಖ್ಬೈಕಭಾಜನೆ ; ದಂಡನೀತಿ—ಇವುಗಳ ಅರ್ಥವನ್ನು ಸ್ಪಷ್ಟಗೊಳಿಸಿರಿ.

IX. 1. ವಸ್ತುಕಲ್ಪನೆಯೆಂದರೇನು ?   ರತ್ನವಳೀನಾಟಕಿಗೆ ನಾಟಕ
ವೆನ್ನದಿರಲಿಕ್ಕೆ ಕಾರಣವೇನು ?   2. ಈ ನಾಟಕೆಯನ್ನು ರಚಿಸಿದ ಕಾಲ

ದಲ್ಲಿ ವಸಂತೋತ್ಸವವನ್ನು ಹೇಗೆ ವೆರೆಯಿಸುತ್ತಿದ್ದರೆಂದು ತಿಳಿಸಿರಿ.
೩. ಕಾದಂಬರೀಕಥೆಯಲ್ಲಿ ಕಾಣಬರುವ ಸ್ತ್ರೀಧರ್ಮಾಚರಣೆಗೂ ರತ್ನ
ವಳೀ ನಾಟಕದಲ್ಲಿ ಕಾಣಬರುವುದಕ್ಕೂ ನಿಮಗಾವ ತಾರತಮ್ಯಗಳು
ಪ್ರಕಟವಾಗಿವೆ ?

    X. 1. ಮುಂಚುಗಿಕೆಲಂಬೊಚಿತ್ತಿರ್ದಾಸೆರೆ ವೆ ।
        ಯೆಕ್ಕೆಳೆಯು ಜರತ್ತುಂದಲೆದೆಪ್ಪಿಂದದಿ ।
        ಜಲರುಹಸಖನಸ್ತ್ಂಗತನಾಗಿ ಬಚಿಕವುಂದಯಂ ಗೆಯ್ದುಂ ॥
    ಇನ್ಲಿ ಪ್ರಸವು ಸರಿಯಾಗಿದೆಯೇ ?

    2. ಸೊಗಿಸಗಳ್ತುಂಬಿವೆ ಭೂಮಿಯಂಪೊರೆಗೆ ಶಕ್ರಂ ವೃಷ್ಟಿಯಂ
ಪುಷ್ಟಿಯಂ । - ಇದಕ್ಕೆ ಪ್ರಸ್ತಾ ರವನ್ನು ಹಾಕಿ ಇದು ಆವವೃತ್ತದ ಪಾದ
ವೆಂದು ನಿರ್ಧರಿಸಿರಿ. 3. ಕಂದಪದ್ಯ ದ ಲಕ್ಷಣವೇನು ?

    XI. 1. ಎಲೆವುಹಿಪಾ ಮನುವಂಶಲಲಾಮೂ ; ಅರ್ಜುನನ ಮೊಗನೊಡಿ
ನಗುತಿಸೌಭರಿನುಡಿದನು - ಈ ಮಾತುಗಳಲ್ಲಿ ವ್ಯಾಕರಣ ವಿಶೇಷವೇ
ನಿದೆ ? 2. ಪಡಿಯರತಿ, ಹಲ್ಲಣ, ಬಿಸ್ಣಾಣ, ಹರಯ, ಉಕ್ಕೆವ, ನೇವುರ -
ಇವುಗಳ ತತ್ಸವಮಗಳನ್ನು ಬರೆಯಿರಿ. 3. ಹೋಯಿತು, ಆಯಿತು, ಕೇಳಿ,
ಹೇಳಿದರೆ, ಮಾಡುವವಪ್ಪರಲ್ಲಿ, ಹೊಸತಾಗಿರುವ - ಇವುಗಳ ಹಳಗನ್ನಡ
ರೂಪಗಳನ್ನು ಬರೆಯಿರಿ. 4. ಕರಣ - ಶಬ್ದ ಕ್ಕೆ ಆವುವಾದರೂ ಆರು
ಉಪಸರ್ಗಗಳನ್ನು ಹಿಂದಿಟ್ಟು ಅರ್ಥವು ಹೇಗೆ ಪಲ್ಲಟವಾಗುವುದೆಂದು
ಕಾಣಿಸಿರಿ.

<p align="center">WEDNESDAY, 3RD DECEMBER, 10 A.M. TO 1 P.M.</p>
<p align="center">KANARESE: TRANSLATION AND COMPOSITION.</p>

    I.  Translate into Kanarese: [See Hindustani Translation paper,
page 128.]

    II.  Translate into English :—

        1. ಎಸೆದುದಾಗಿರಿಗಗನವಂಡಲವನಂಡಲಿವ ।
        ಲಸದುನ್ನೆತಕ್ಯಂಗದುತ್ಕರದಸತ್ಕರದ ।
        ಶಶಿಕಾಂತಮಯಮಯಮೂದರಮಣೀಯಕವಿನೀಯಕಂದರದ

                        [ಸೌಂದರದೊಳು ॥

ವುಂಸುಕಿತಪ್ರಲವೇಂವ ವುಂಜುಗಳಿನಂಜುಗಳ ।
ದಶನದುಂಗ್ರಾಹಿಗಳ ಪ್ರುತ್ತುಗಳವುಂತ್ತುಗಳ ।
ಚೆಸಲಾದಪೆರ್ಬಿದಿಶಕಾಡುಗಳಬೀಡುಗಳ   ಶಬರಿಯರಸಂಕುಲ
[ದೊಳಂ ॥

2. ವುೂಡಿಗೆಯಿಂಬಿನಹಿಳಂಕಿಗೆ ಕೈಯಿಂ ।
ನೀದಲ್ಮಾಬವರವುನಾಗಸದೊಳ್ ।
ನೋಡುವ ಚಿಟ್ಟೆವಿಗಣ್ಣಳವರ್ ಸಗ್ಗೆದಸದನದ್ರನೆಲಿಗೆ ॥
ಓಡಿದವೆಣ್ಡೆಸೆಯೆಮಿ³ಯರ್ದಿಕ್ಕಿನ ।
ಗೂಡಿಂಗೈದಿದದೆಲರುಂಜಿಗಳ್ಕಿ ।
ನ್ನಾಡಪಿಲಂಜೊಕ್ಕುವುನಾದದಿನಿಸ್ನೇನಂಬಣ್ಣಿಪೆನು ॥

3. ಧೀರತೆಯುಂನ್ನತಿಕೆ ಸದಾ ।
ಚಾವಮಿವಭಿಘಾತರಲ್ಲಿ ನೆಲಸಿಪೂರ್ವುಪುವೇ ॥
ನಾರಯೆಖಿಲರುಂನ್ನ ತಪದ ।
ಕಾನ್ಮೋಹಿಸಿದೊಡವುವಂದಿದೊಳ್ ಪುಟ್ಟ್ಯಗುಂವೇ ॥

4. ಸುಸಂಗತೆ.——(ಶೋಕದೊಡನೆ ನಿಟ್ಟುಸ್ಸಿರಿಟ್ಟು) ಹಾ, ಪ್ರಿಯ ಸಖಿ! ಹಾ, ಸಾಗರಿಕೆ! ಹಾ, ಲಜ್ಜಾಳುಂವೇ! ಹಾ, ಸಖೀಜನವತ್ಸಲೇ! ಹಾ, ಉದಾರಶೀಲೇ! ಹಾ, ಸೌಮ್ಯ ದರ್ಶನೆಯೇ! ನನಗೆ ಪ್ರುತ್ಯುತ್ತರ ವನ್ನು ಕುಡುವಳಾಗು; (ವೇಲ್ಗಡೆನೋಡಿ ನಿಟ್ಟುಸ್ಸಿರಿಟ್ಟು) ಆಯ್ಕ್ಕೊ, ದಯೆಯಿಲ್ಲದ ದೈವವೆ! ನೀನು ಅಂತಹ ಅಸಪೂನ ರೂಪಲಾವಣ್ಯ ವಿರಾ ಜಿತೆಯೊದ ಕಾಂತೆಯನ್ನು ನಿರ್ಮಿಸಿ, ಆಕೆಗಿ,ಯಿಂತಹ ದುರವಸ್ಥೆಯನ್ನು ಏಕೆ ಕಲ್ಪಿಸಿದೆ! ಈಕೆ ತನ್ನ ಜೀವಿತದಲ್ಲಿ ನಿರಾಶೆಗೊಂಡು ಹೇಗಾದರೂ ಒಬ್ಬ ಬ್ರಾಹ್ಮಣಿಗೆ ಕುಡೆಂದು ಈ ರತ್ನಮಾಲೆಯನ್ನ ನನ್ನ ಕೈಗಿತ್ತಳು, ನಾನು ಇದನ್ನು ಆವ ಬ್ರಾಹ್ಮಣಿಗೆ ಕುಡಬೇಕು? (ತೆಯೆ ಕಡೆಗೆನೋಡಿ) ಆದೊ ಬ್ರಾಹ್ಮಣನಾದ ವಸಂತಕಸು ಈ ಕಡೆಯ ಬರುತ್ತಿರುವನು, ಇದನ್ನು ಅವನಕ್ಕೆಗೆ ಕುಡುವೆನು.   5. ವುರುದಿನ ಸರ್ವಸನ್ನ ಹದೊಡನೆ ಅಲ್ಲಿಂದ ವುೂಡಣ ದೆಸೆಗೆ ನಡೆದು ಚಿತುರಂಗಬಲವ ಕಾಲ್ತುಳ್ಳತದಿಂದ ಪಾತಾಳವಾಸಿಗಳಂ ತದೊಡ್ಯಿಂದೂಕಾಶವಾಶಿಗಳಂ ಕ್ಷಣದಲ್ಲಿ ಉಬ್ಬೆಗಂ

ಬಡಿಸುತ್ತ ಅಲ್ಲಲ್ಲಿ ಸೊಕ್ಕಿದರಸರನ್ನಿಕ್ಕುತ್ತ ಉನ್ನತರನ್ನೆರಗಿಸುತ್ತ ಎರಗಿ
ದರಂ ಪೊರೆಯುತ್ತ ವಶರಾಗದೆ. ಮೂರ್ಖರಂ ನಿರ್ಮೂಲಿಸುತ್ತ ಮೊದಲಿ
ದ್ದವರಂ ಮರಳ ಸೆಡುತ್ತ ಕಳ್ಳರಂ ಕಳೆದು, ಸಾಧುಗಳಂ ಸಮ್ಮಾನಿಸಿ,
ಬಲ್ಲಿದರಂ ಬಲಪಡಿಸಿ, ಬ್ರಾಹ್ಮಣರಿಗಲ್ಲಲ್ಲಿ ಗ್ರಾಮಾಗ್ರಹಾರ ವೃತ್ತ್ಯಾದಿ
ಗಳನ್ನೀಯುತ್ತ, ಕೆಲವೆಡೆ ದೇವಾಲಯಗಳಂ ಪ್ರತಿಷ್ಠಿಸಿ, ಕೆಲವೆಡೆ ಜೀ
ರ್ಣೋರ್ದ್ಧಾರಂಗೆಯಿಸಿ, ಹೊಸ ಹೊಸ ನಿಜಧ್ವಜಗಳಂ ನೆಡಿಸಿ, ಮಾರ್ಗ
ಗಳಲ್ಲಿ ತಟಾಕಾರಾಮಮಂಟಪವಾಪೀಕೂಪಾದಿಗಳನ್ನೇರ್ಪಡಿಸಿ, ಆರವ
ಟಿಗೆಗಳನ್ನಿಡಿಸಿ ಸತ್ರಗಳಂ ನಿರ್ಮಿಸಿ, ಇದೇ ವಿಧವಾಗಿ ತೆಂಕಣದೆಸೆಗೂ,
ಪಡುವಣ ಕಡೆಗೂ ಪಯಣವಾಗಿ ಮೂರು ವರ್ಷಗಳೊಳಗೆ ಮೂರು
ಕಡಲವರೆಗೂ ಸುತ್ತಿ ಗಣ್ಯರಂ ಗೆದ್ದು ಕಪ್ಪವಂ ಕೊಂಡು ಬಳಿಕ ಬಡಗಣ
ಕಡೆಗೆ ಬಲವಂ ಕೊಂಡೊಯ್ದನು. 6. ಬಳಿಕಲಿಂತಾಭಾಮಿನಿ ಬೇಡನಂ
ನಿರ್ಮೂಲಿಸಿ, ಮುಂದಕೆ ಪೊವೆವುತ್ತು, ಕ್ಷೌದ್ರ ಮೃಗಂಗಳಂ, ಕ್ಷುಲ್ಲಕ
ಚೀರ್ಕಿರಾತರಿಂ ನಿಬಿಡವಾದ, ನಾನಾವೃಕ್ಷವಾಟಗಳನೆಳಲಿಂ ಪಗಲಿರು
ಳ್ಗಳ ಭೇದಂ ತೋರದ, ಮುಂಬೆಳೆಗಳಂ ದುರ್ಗವಮಾದ ಘೋರಾರಣ್ಯ
ದೊಳ್ ಪೋಗುವಳೊಂದರೆಯೊಳಂ ಕುಳಿತು, ಹಾ, ಸಂಭವಿಕ್ಕುಂತಗು
ವಿಯೇ! ಸಿಂಹಾದಿಕ್ಕೂರ ಮೃಗಶರಣಮಾದೀ ವಿಪಿನದಲಿ ನನ್ನಂ ಬಿಟ್ಟು
ಪೋದೆಯಲ್ಲಾ ! ನೀಂ ದೀನಾನಾಥಜಿಘನ್ನರಿಂದ ಕಲ್ಪವೃಕ್ಷವೆನ್ನಿ ಸಿದೆ, ಆರಾ
ತಿವರ್ಗದಿಂದ ಅಂತಕನೆನಿಸಿದೆ, ಧರ್ಮಜ್ಞರಿಂದ ಧಾರ್ಮಿಕನೆನಿಸಿದೆ, ಪಂಡಿ
ತರಿಂದ ಪ್ರಾಜ್ಞನೆನಿಸಿದೆ, ಇಂತಪ್ಪ ಅನೇಕ ಸುಗುಣಂಗಳ್ಗೆ ಕಣಿಯೆನಿಸಿದ
ನೀನೆನ್ನನ್ನೇಕೆತೊರೆದೆಯೊ, ಈ ದುರವಸ್ಥೆಗೆ ಗುರಿಮಾಡಿದ ದುರಾತ್ಮಕನಾ
ರೊ ಅವಂ ನಾಶವನ್ನೈದಲಿ! ಅಹಾ, ಈ ಕ್ಷೌದ್ರ ಜಂತುಗಳುವೆನ್ನೊಡನೆ
ಆಳಲ್ಪುದಲ್ಲದೆ ನನ್ನಂ ತಿನ್ನಲಾದೆಡೆಯುಂ ತಿನ್ನದು, ಇದೇಂ ವಿಪರೀತಕಾಲ
ವೋ! ಹಾ, ಶಿವಶಿವ! ಎಂದು ಗೋಳಾಡುತಿರ್ದ್ದ ಚಾಯಾರಿವುಂಊರ್ಜಿತ
ವಾದಳು.

III. Write as if to a vernacular magazine for boys a story illus-
trative of the following :—" Men there were in the world who ' count-
ed not their lives dear to them in comparison with their truth to
their word, ānd love to one another.' "

    " ಪ್ರತಿಜ್ಞಾಪಾಲನ ಪರಸ್ಪರಾನುರಾಗಗಳಿಗಿಂತ ಸ್ವಪ್ರಾಣರಕ್ಷಣವು

ಮಹಾರ್ಥವಾದುದಲ್ಲವೆಂದು ಭಾವಿಸಿ ನಡೆದುಕೊಂಡವರು ಲೋಕದಲ್ಲಿ
ದ್ದರು.'' ಎಂಬುದನ್ನು ಉದಾಹರಿಸುವುದಕ್ಕೆ ಒಂದು ಕಥೆಯನ್ನು ಹು
ಡುಗರಿಗೊಸ್ಕರ ಪ್ರಚುರವಾಗುವ ಒಂದು ಕನ್ನಡ ಸಾಮಯಿಕ ಪುಸ್ತಕ
ದಲ್ಲಿ ಬರೆಯುವಂತೆಯಲ್ಲಿ ಬರೆಯಿರಿ.

<div align="center">

TUESDAY, 2ND DECEMBER, 2 TO 5 P.M.

MALAYALAM: TEXT-BOOKS AND GRAMMAR.

</div>

I. 1. നള ചരിതം കഥയാൽ ഉദാഹരിക്കപ്പെട്ട സദാചാര തത്വ
ങ്ങളിൽ പ്രധാനമായവയെ എണ്ണിപ്പറക. 2. നള കഥാപ്രസംഗം
കലിമല വിനാശനമായിത്തീരുവാൻ കാരണമായതെങ്ങിനെ ?

II. 1. ഇന്ദ്രാദികൾ നളനു കൊടുത്ത വരങ്ങൾ എന്തെല്ലമായി
തന്നു ? 2. '' സ്വർഗ്ഗവാസത്തിങ്കലിച്ഛയില്ലിങ്ങെടൊ '' എന്നു ഭൈമന്തി
പറഞ്ഞതിന്ന അവളുടെ കാരണം എന്ത ?

III. 1. രാമായണം കഥ മിഥ്യയാണെന്നുഹിപ്പാൻ വല്ല സംഗതിയും
നിങ്ങളുടെ വല്ല പാഠപുസ്തകത്തിലും പറഞ്ഞിട്ടുണ്ടെങ്കിൽ അതെന്ത ?
2. സ്വയംവരം, ഭൈമന്തി, ഇന്ദ്രൻ, രാവണൻ, ഹനുമാൻ, നാരദൻ.
ഈ വാക്കുകൾക്ക അതാതിന്റെ അർത്ഥങ്ങൾ എങ്ങിനെ ഉണ്ടായി
എന്ന വ്യക്തമാക്കിത്തരിക.

IV. താഴെ കാണുന്നവയുടെ അർത്ഥം വെളി വാക്കുക :—

1. നീഖില ജഗദധിപ മസുരേശമാലോക്യമാം
നിന്നിലേ നീ മാഞ്ഞെന്തിരുന്നീടുവാൻ.

2. ജനക നരപതി വരമകൾക്കും ഭൈസ്ത്യനും
ചെമ്മേമിറച്ചിട്ടു വാമഭാഗംതുലോം.

3. ശുപച്ചരമൊരവനിസുര വരനു മവനെക്കൂലി
ശുപാക്കളും ഗോക്കളും ഭൂമിയില്ലെല്ലമെ.

4. കണ്ടുകൊൾക നളൻ തന്നെ മഹാപ്രഭൻ
തെളിച്ചിയലു മൂതകര വദനനിവന്നുണ്മൻ
തേജസ്സുകൊണ്ടു സമസ്തും ജയിപ്പവൻ.

V. 1. നിങ്ങളുടെ പാഠപുസ്തകമായ കല്യാണ സൌഗന്ധികത്തി
ന്റെ കവിയെക്കുറിച്ചു നിങ്ങൾ അറിയുന്നത ചുരുക്കിപ്പറക. 2. കല്യാ
ണ സൌഗന്ധികം ആട്ടക്കഥയിൽ നിന്ന വീരരസത്തിന്നും ശ്രുംഗാര
രസത്തിന്നും കേൾപ്പെട്ട ഓരോരാ പദങ്ങളെ എടുത്തെഴുതുക.

VI. താഴെ കാണുന്നവയുടെ അത്ഥം സ്വന്ത വാചകത്തിൽ എഴു
തുക ;—

1. പ്രകൃതി ചപലന മധിക ചപല മചലം മഹൽ
പ്രാകാരവും മറിച്ചാകാരവും മറ—
ച്ചവനിമകൾടി മലത്മകതമീരിലോത്തുകൊ—
ണ്ടഞ്ഞാനന്ദനനഞ്ജസാനിഭയം
ഉടൽ കടുകിനൊട്ട സമ്മിടത്തുകാൽ മുമ്പിൽവെ—
ച്ചുള്ളിൽകടപ്പാൻ തുടങ്ങം ശോത്തരേ
കഠിനതരമലറിയെത്ര രജനീ ചരിവേഷമായി
കാണ്ണായിതാത്ത ലങ്കാത്രീയെയും തടാ.

2. ശ്രീത്ഥംപാത്ഥപതാന്സൂമീശ കൃപയായാരേജ്ജനേ ധമ്മ
ശ്രുമ്പൻ പുണ്യകഥായ്കണ്ണധൂരാസ്തത്സ്ഥാഗ്ണ്ണിതാഃ
ഷോരാരാതി വിഹിംസനോത്ഥത മനാഃകോംണ്ഡവാൻ
[കാനനേ
രേമേരാമ ഇവാഭിരാമ ചരിതഃ പത്യഃസ്ഥലം സാരജ്ജ.

VII. 1. ബുദ്ധമുനി കലിചക്രം എത്രകാലത്ത ജീവിച്ചിരുന്നു?
2. അദ്ദേഹത്തിന്റെ മതത്തിലെ രണ്ട സാരമായ തത്ത്വങ്ങൾ എവ ?
3. അദ്ദേഹത്തിന്റെ അഞ്ചു നീതി ശാസനങ്ങൾ എവ ?

VIII. 1. ആപസ്തുംബൻ, കപിലൻ, പാണിനി, കണാൻ ഇവ
രെക്കൊണ്ട നിങ്ങൾ അറിയുന്ന ഏറ്റവും പ്രധാനമായ ഓരോ സം
ഗതികൾ എഴുതുക. 2. ഗായത്രി - ഉപനിഷത്ത് - മഹാഭാഷ്യം, നീ
യ്യാണം ഇവയെക്കുറിച്ച ചുരുക്കമായി വിവരിക്ക.

IX. പ്രാചീനകാലങ്ങളിൽ പരിഷ്ക്കാരംകൊണ്ട അഗ്രഗണ്യന്മാരാ
യിരുന്ന ഹിന്തുക്കളെയും ഗ്രീക്കുകാരെയും, താരതമ്യപ്പെടുത്തിയും ഓരോ
തത്തരുടെ ഗുണോൽക്കഷങ്ങളെയും ന്യൂനതകളെയും തമ്മിൽ തട്ടിച്ചും
ഒരു ചെറിയ ഉപന്യാസം എഴുതുക.

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X. പ്രഥമമുതൽ സപ്തമിചരെ ഏഴും നഞ്ഞ് ഒന്നം ക്രുടി എട്ടവിധം തൽ പ്രതൃഷ സമാസങ്ങൾ മലയാമ ഭാഷയിലും ഉണ്ടെന്ന ദൃഷ്ടാന്തങ്ങ മെക്കൊണ്ടു തെലിയിക്കുക.

XI. 1. നമ്മചരിതം രണ്ടാം പാദത്തിലെ വൃത്തത്തിനു പേരെന്തു ?
2. അതും സുന്ദരകാണ്ഡത്തിലെ വൃത്തവും തമ്മിൽ വല്ല വൃത്യാസവും ഉണ്ടെങ്കിൽ ആയതു മാത്രക്കണക്കാക്കി കാണിക്കുക.

XII. വിബുധ പതിയൊടു നിശിചരാലയം വെന്തോരു
        വൃത്താന്തമെല്ലാ മറിയിച്ചുകൊള്ളുവാൻ
        അഹമഹമികാധിയാ പാചക ജൃാലക
        ംബരദത്താമ മുയന്ന ചെന്തുതടാ
        ഭുവനതലഗതവിമല ഭിചൃരത്തങ്ങമാൽ
        ത്രിപെരി പൂ്ണ്ണമായുള്ളലങ്കും
        പുനരനില സുതനതു ഭഫിപ്പിച്ചിതെങ്കിലും
        ത്രിപെരി പൂ്ണ്ണമാഷ്തന്നിതത്ഥ്തം.

ഇതിലെ അലങ്കാരങ്ങളുടെ പേർ പറകയും അഷ്ടയിൽ ഒന്നി ന്റൊ ലക്ഷണങ്ങൾ വെലിചാക്കിക്കാണിക്കകയും ചെയ്യ.

I. Translate into Malayalam : [See Hindustani Translation paper, page 128.]

II. Translate into English :—

1. അകമഴിരിലറിവുകരയന്നപക്കേറ്റരമുള്ളജ്ഞാനമെക്കെ നീ ക്കേണം ബുധജനം ; അതു ജഗതി കതമു കതണാത്മനാം ധമ്ലെന്നാ ത്മോപദേശമജ്ഞാനീനാം മോക്ഷദം. മനസികതമുക ഭുവനഗതീ യെ വഴിയെ ഭാനൻ മഗനായിടൊലാ മോഹമഹാംബുദ്ധെര, ത്രുജ മനസി ദശവദനരക്ഷസീം ബുദ്ധിയെ ദൈവീംഗതിയെ സമഃശ്രുയീ ച്ചീട്ടനീ. അതു ജനന മരണ ഭയനാശിനീ നിണ്ണയമന്യയാരുള്ളതു സാന്ദാരകാരിണീ. അമൃതഷ്മന വീമല പരമാത്മബോദോചിത മത്ൃത്മമാനവയോൽ ഭ്രനനല്ലൊ ഭാനൻ, കമക തവഎടി സപഭി തത്ൃവബോദ്ധന നീ കാമ3കാപദേഷ്ക്ഷലോഭമോഎറ്റാടികൻ.

2. വാദന വാത്സലതയേയകീലോപനീതം
ചേദ്ദോഹരം പരീമ മാനസ്ത്രാമിപ്പന്തും
ആഭായപുഷ്പമതി മോഹന മത്രീല്യം
മോദാൽ ജഗാദപചനാത്മജമേത്യകൃഷ്ണം.

3. ശബ്ദാത്ഥ തത്വത്തെ അടിസ്ഥാനപ്പെടുത്തിയിട്ടാണ അല
ങ്കാരാത്ഥത്വും പഴഞ്ചൊല്ക്കമീൽ സാധാരണ പ്രതിപാദിക്കപ്പെട്ടി
രിക്കുന്നതു എന്ന നിസ്സംശയം പറയാവുന്നതാണ്. ഇങ്ങിനെ തന്നേ
" മുറത്തെ മുല്ലക്ക മണമില്ലെന്നുള്ള " പഴഞ്ചൊല്ലിന്നും " അതിപരിചി
യാദാചജ്ഞ " എന്ന അലങ്കാരാത്ഥവും മൂലാത്ഥവും ഇങ്ങിനെ രണ്ടത്ഥ
മുള്ളതായി വിചാരിക്കേണ്ടി യിരിക്കുന്നു. ഒരു വസ്തുവിനെ നിത്യമാ
യിട്ടനുഭവിച്ച പോതന്നാവെങ്കിൽ ആ വസ്തുവീലുള്ള അഭിരുചി ക്രമേ
ണ കുറഞ്ഞു കുറഞ്ഞു പോകയും, അതിനെ ശരീയായ വിധത്തിൽ വില
മതിക്കാതെ വരികയും, ചെയ്യുന്നതാണെന്നുള്ള അലങ്കാരാത്ഥത്തിനു
പുറമെ, മുറത്തു മുല്ലടെ വാസന ആ മുറത്തിന്റെ ഉടമസ്ഥൻ
ഗ്രഹിക്കുന്നില്ല എന്ന ശബ്ദാത്ഥവും ഠം പഴഞ്ചൊല്ലിനുണ്ടു എന്നാണ
ഇവിടെ വാദിക്കുന്നതു. എന്നാൽ മുറത്തുള്ള മുല്ലക്ക വാസനയില്ലാതെ
വരുന്നതു ആക്കാണെന്നുള്ള ചോദ്യത്തിനു അതിന്റെ വാസന നിത്യം
അനുഭവിച്ച പോതന്ന ഉടമസ്ഥനാണെന്നും ഇതുമുറത്തിന്റെയൊ
മുല്ല പുഷ്പത്തിന്റെയൊ ദോഷമല്ലെന്നും നിത്യം ഇതിന്റെ സൂഗ്ന്ധം
അനുഭവിച്ച പോതന്ന മൂക്കിന്റെ ദോഷം അന്നെയാണെന്നും പറ
യേണ്ടിയിരിക്കുന്നു. 4. മഹാകാവ്യകാലത്തു ചാതുവ്ണ്ണ്യം നടപ്പായി
എങ്കിലും, അതിനു സ്ഥിരപ്രചാരമുണ്ടായതു തത്വദാശനിക കാലത്താ
യിരുന്നു. ജന സ്മൂദായത്തിന്റെ അഭ്യുദയത്തിനു ഇതു കൊണ്ടു
താൽക്കാലികമായ ഗുണം ഉണ്ടായി എങ്കിലും ചാതുവ്ണ്ണ്യം ജനങ്ങളുടെ
ഭാവിയായ അഭിവൃദ്ധിക്കു വിഘ്നാതമാകുന്ന ഉണ്ടാക്കിയതു. പ്രജാപാ
ലനത്തിനു വേണ്ടി ഓരോരാ കാലങ്ങളിൽ നിയമിക്കപ്പെടുന്ന പ്രമാണ
ങ്ങൾ മതസംബന്ധമായ നിബന്ധനകളായി തീരുന്നപക്ഷം, അവ ലോ
കത്തിന്റെ മേൽഗതിക്കു വിഘ്നങ്ങളായി തീരുവാനേ വഴിയുള്ളു.
എന്നാൽ ഠം വിഷയത്തിൽ മേൽപറഞ്ഞ പ്രമാണ കത്താക്കന്മാരെ
നമുക്ക അധിക്ഷേപിക്കാവാനില്ല. അധിക്ഷേപത്തിനു പാത്രമായി

ടൂ൧൭യർ ആധുനികന്മാരാകന്നു.    എന്തെന്നാൽ, കാലോചിതമായ ഭേ
ദങ്ങൾ ഉണ്ടാ൭ക്കേണ്ടു അവരുടെ ചുമതലയാണല്ലോ.    ദൃഢവിശ്വാ
സത്തിനിരിപ്പടമായ ഉപാദ്ധ്യായന്മാരെയും    നന്മുക്ക കുറം പറയുവാ
നില്ല കാരണം ദൃഢ വിശ്വാസികളെ ജനങ്ങൾ എത്രത്തോളം കൊണ്ടാ
ടുന്നുവോ അത്രത്തോളമേ ഉപാദ്ധ്യായന്മാരുടെ അധികാരവും സഫല
മായി തീരുകയുള്ള.

III. Write as if to a vernacular magazine for boys a story
illustrative of the following:—" Men there were in the world who
' counted not their lives dear to them in comparison with their
truth to their word, and love to one another.'"

" തങ്ങളുടെ വാക്കിൽ തങ്ങൾക്കുള്ള സത്യനിഷ്ഠയോടും, പര
സ്പര സ്നേഹത്തോടും ഒത്തുഴനോക്കിയാൽ സ്വജീവനെ അവയോളം
വിലമതിക്കാത്തവർ    ലോകത്തിൽ    ഉണ്ടായിരുന്ന "    എന്നുള്ളതിനെ
ഉദാഹരിക്കുന്ന ഒരുകഥ ബാലന്മാരുടെ ഉപയോഗത്തിന്ന    ഭേശ്യഭാ
ഷയിലുള്ള ഒരു 'മാസികപുസ്തകത്തിലേക്കുവേണ്ടി എഴുതുന്നവിധം ഒരു
ഉപന്യാസം എഴുതുക.

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TUESDAY, 2ND DECEMBER, 2 TO 5 P.M.
URIYA: TEXT-BOOKS AND GRAMMAR.

I. (କ) ସଂସ୍କୃତ ରଘୁବଂଶ କେଉଁ କବିଙ୍କ ବିରଚିତ? ଉକ୍ତ
କବିଙ୍କର ସାଧାରଣପାଠ୍ୟ ଅନ୍ୟ ଦୁଇ କାବ୍ୟର ନାମୋଲ୍ଲେଖ କର ।
ଉତ୍କଳ ରଘୁବଂଶର ରଚୟିତା କିଏ?

(ଖ) ଅମ୍ଭେ ସ୍ୱାଧ୍ୟାୟଦ୍ୱାରା ଋଷିରୁଣରୁ ଏବଂ ଯକ୍ଷଦ୍ୱାରା
ଦେବରୁଣରୁ ମୁକ୍ତ ହୋଇ ଅଛୁ; କନ୍ତୁ ସନ୍ତାନାଭବରେ......
ବାକ୍ୟସମାପନ କର ଏହାର ବ୍ୟାଖ୍ୟା କର ।

(ଗ) ଦଲ୍ୟଷ ଗ୍ରାକ୍ର ଅନୁପଯୁଜ୍ଜଧାର କାରଣ ନର୍ଦ୍ଦେଶ
କର; କି ଉପାୟଦ୍ୱାରା ତାହାକର ଅପନୟଲ୍ଭ ହେଲ?

(ଘ) ନରଦ୍ଧକ ଦଲ୍ୟଷ ଓ ପଣ୍ଡୁକ କୁତ୍ମୋଦରର କଥୋପ-
କଥନ ସଂକ୍ଷେପରେ ବର୍ଣ୍ଣନାକର ।

II. (କ) "ଅନ୍ମାନଙ୍କର ଏହ ଏହ ଶରଦ୍‌ତ୍ତ୍ୱ କଦାଚ
ଦ୍ୱୀରୁଗାମୀ ନୁହେଁ" ଏହା କାହାର ଉକ୍ତ ପୁଣି କାହାକୁ କୁହା
ହେଲ? ଉଭୟଙ୍କର କଥୋପକଥନ ଓ ଯୁକ୍ତ ସଂକ୍ଷେପତରେ ବର୍ଣ୍ଣନା
କର ।

(ଖ) "ପାରସ୍ୟଦେଶୀୟ ଯବନ ସେନାଗଣର ଶୁଣ୍ଡଳ
ଶିରୋମଣ୍ଡଳରେ ଗରଣ୍ଡୁ ମିଳୁ ଆଚ୍ଛାଦିତ ବେଶି ବୋଧ ହୋଇ ଯେ-
ମନ୍ତ"———ଉପମାବ୍ୟକ୍ତ କର ବାକ୍ୟ ସମାପନ କର ।

(ଗ) ସଂକ୍ଷେପତରେ ଦ୍ରୁମଟକର ସ୍ୱରୂପର ବର୍ଣ୍ଣନା କର ।

(ଘ) "ମୁକୁଳିତ କମଳ ବନରେ ପ୍ରଭବର୍ତ୍ତି ତ ଶଶାଙ୍କମଣ୍ଡଳ
ଯେମନ୍ତ ଶୋଭମାନ ହୁଏ, ଯୁବରାଜ ଅଙ୍କ ମଧ୍ୟ ସେହ ନଦ୍ଧ ଗଜ-
ମଣ୍ଡଳୀରେ ସେହ୍ୟପର ଶୋଭ ପାଉଅଛନ୍ତି" ଏହା କେଉଁ ସ୍ଥାନର
ବର୍ଣ୍ଣନା ଲେଖି ଏହାର ବ୍ୟାଖ୍ୟା କର ।

III. (କ) ଅଙ୍କ ଭଦସ୍ୱମାର୍ଗ, ରସୁ ଅପବର୍ଗ ଅଶ୍ୱର କଲରୁ
ପିତାପୁତ୍ରଙ୍କ ବ୍ୟବହାର କ୍ରମେ ପରସ୍ପର ବ୍ୟସବୃଣ ହୋଇ ଉଠିଲ
ବର୍ଣ୍ଣନା କର ।

(ଖ) "ମହାରାଜ ଦଶରଥ ଧନରେ ——— ସମ, ଶାସ-
ନରେ ——— ସମ, ଅପକ୍ଷପାତଧାରେ ——— ସମ ଏବଂ ପ୍ରତା-
ପରେ ——— ସମ ଥିଲେ । ——— ——— ——— ———
ପ୍ରଭୃତ ବ୍ୟସନଗଣ ସେହ ଅଭ୍ୟୁଦୟୋସ୍ସାହ ସ୍ଗର୍ଜ୍ଜିର୍ଜ୍ଜର ଡ଼ି ସୀମାରୁ
ମଧ୍ୟ ଅସି ପାରୁ ନ ଥିଲେ ।" ରେଖାଚିହ୍ନିତ ସ୍ଥଳମାନଙ୍କରେ
ପଦଯୋଜନା କର ଏହ ଅଂଶଟି ପୁନରୁକ୍ତାର କର ।

(ଗ) ସମ ଭୂମିଷ୍ଠ ହେଲ ମାତ୍ରକେ ଦଶାନନର କ ଅଶୁଭ
ଚିହ୍ନ ଲକ୍ଷିତ ହେଲ?

(ଯ) ଶତ୍ରୁଘ୍ନ ସାରର ସହିତ ଶତ୍ରୁଘ୍ନବଣନଧନକାସ୍ତ ସାରର ସମ୍ଭାଷଣ ଓ ପଗ୍ରଭବ ବର୍ଣ୍ଣନା କର ।

IV. (କ) ବଶ୍ୱାଶ ଗ୍ରଷ୍ୟର ପୁତ୍ର ଜନ୍ମର ବୃତ୍ତାନ୍ତ ଲେଖ ।

(ଖ) ଗ୍ରଷ୍ୟବଧ ସମ୍ବକରେ ଜାନକୀ ଶ୍ରୀଗ୍ରାମ ସମ୍ଭାଷଣ ଲେଖ ।

(ଗ) ପଞ୍ଚବଟୀ ବର୍ଣ୍ଣନା କର ।

(ଯ) ଲକ୍ଷ୍ମଣ ଶୂର୍ପଣଖାକୁ କ କଥା କହି ଗ୍ରମଚନ୍ଦ୍ରଠାରୁ ବାହୁଦାଇ ଦେଲେ ?

V. (କ) ଖର ସହୁତରେ କେତେ ଜଣ ଦୈତ୍ୟ ଥିଲେ ? ଦୂଷଣ ସହୁତରେ ଥିବା ଦୈତ୍ୟମାନଙ୍କର ନାମ ଲେଖ ।

(ଖ) ଅକମ୍ପନ ଓ ମାଶ୍ରୀତ ଗ୍ରବଣକୁ କ ପଗ୍ରାମର୍ଶ ଦେଲେ ?

(ଗ) ଲକ୍ଷ୍ମଣଙ୍କ ପ୍ରଢ ସୀତାଙ୍କ ଭର୍ସନା ବର୍ଣ୍ଣନା କର ।

(ଯ) " ସହସ୍ରା ମେଥଲୀ କଲେ ନଯୂନ ଗୋଚର ।
ପଟଉତରେ ବୁଲୁବ୍ନ୍ଦ୍ର ପାଙ୍ଖୋନ୍ତି ବାନର ॥
ବାନରେ କହୁବେ ଅବା ଗ୍ରମେ ସମାଗ୍ରର ।
ଏହୁ କଥା ସୀତା ମନେ କରୁଣ ବର୍ତ୍ତର ॥ "
ଏ ବାନରମାନେ କଏ ? କାହିଁ କ ବୁଲୁଥିଲେ ? ସୀତା ବର୍ତ୍ତର କର କଅଣ କଲେ ?

VI. (କ) ଗ୍ରବଣ କେଉଁ ପ୍ରବଞ୍ଚା କର ଜାନକୀକୁ ଅଶୋକ ବନବାସ ଦେଲେ ?

(ଖ) ମାୟାମୃଗ ବଧ କର ଫେର ଅସିଲାବେଲେ ଗ୍ରମଚନ୍ଦ୍ର କ ଅମଙ୍ଗଲମାନ ଦର୍ଶନ କଲେ ?

(ଗ) ସୀତାହରଣରେ ଶ୍ରୀରାମଙ୍କର କ୍ରୋଧ ପୁଣି ଲକ୍ଷ୍ମଣଙ୍କ ଉପଦେଶ ବର୍ଣ୍ଣନା କର ।

(ଘ) ସୁଗ୍ରୀବ ସହ୍ଗରେ କେଉଁ ହେତୁରୁ ମିତ୍ରତାସ୍ଥାପନ କରିବାକୁ କବ ରାମଚନ୍ଦ୍ରଙ୍କୁ ଉପଦେଶ ଦେଲା ?

VII. (କ) ଶ୍ରୀରାମ ଲକ୍ଷ୍ମଣ ପ୍ରାତେ ହେଲେ ଜାଗରତ ।

ସ୍ନାନ ସାରି କଲେ ପ୍ରାତଃ କୃତ୍ୟ ସମାପଠ ॥

ଅଗ୍ନିପୂଜା ଦେବପୂଜା କରି ସମାପନ ।

ସୁଗ୍ରୀଷ୍ଣ ସମୀପେ ଯାଇ କରିଲେ ଜ୍ଞାଶ ॥

ଉପରଲ୍ଲିଖିତ ଋର ଚରଣ ସମ୍ପ୍ରଦ୍ୱବଶିଷ୍ଟ ଗୋଟିଏ ବାକ୍ୟରେ ପରିଣତ କର ।

(ଖ) ବସ୍ତୁ, ପରିଚ୍ଛଦ ; ଚଭ୍ର, ଶତ ; ଅଧର, ମର୍ଯ୍ୟାଦା ; ଚରିତ, ଚରିତ୍ର ଏମାନଙ୍କର ଭିନ୍ନତା ବୁଝାଅ ।

(ଗ) ଅଭ୍ୟର୍ବ, ଉପାସ୍ୟ, ଅନୁକୂଲ, ବାମ ଏମାନଙ୍କର ବ୍ୟସ୍ତୁଳାର୍ଥ ବୋଧକ ଶବ୍ଦ ଲେଖ ।

(ଘ) ବସନ, ତରୁ, ଅନ୍ନ, କ୍ଷୁଧା ଏମାନଙ୍କର ଯୁଗ୍ମଶବ୍ଦ ନିର୍ଦ୍ଦେଶ କର ।

VIII. (କ) ବାଚୋୟ୍ ପ୍ରେଷା ଓ ପ୍ରଶୟୁମାନୋଉ୍ପ୍ରେଷା ଉଦାହରଣସହିତ ବୁଝାଅ ।

(ଖ) ଧନ, ୦, ଆମହ, ଡା ପ୍ରଡ୍ୟୟୁମାନ କେଉଁ ଅର୍ଟରେ ହୁଏ? ଉଦାହରଣ ଦେର ବୁଝାଅ ।

(ଗ) ଜୁରସ୍ତ, ଚୁରଗ, ତାଦୃଶ, ଉକ୍ତ ଏମାନେ କଯର ସିଦ ହେଲେ ?

(ଘ) ସ୍ନିଦ୍, ଇଦ୍, ମା, ଜ୍ଞେ ଧାତ୍ରୁମାନଙ୍କର ଅର୍ଥ ଲେଖ ।

I. Translate into Uriya : [See Hindustani Translation paper, page 128.]

II. Translate into English :—

(1) ସଙ୍ଗେ ସଙ୍ଗେ ଅଛ ସୀତା ସ୍ରୀମତନ୍ଦ, ନାସ୍ତି ।
ତାହାର ସୌନ୍ଦର୍ଯ୍ୟ କଥା କହିଲେ ନ ସରେ ॥
ଅକଳଙ୍କ ଚନ୍ଦ୍ର ମୁଖ ବିଶାଳ ନୟନ ।
କଷିତ କାଞ୍ଚନ କାନ୍ଦ୍ର କେଶ ସୁଚିକ୍କଣ ॥
ସୁନାସା ସୁରୂପା ନଖ କୁଣ୍ଠିତ ରକ୍ତିମ ।
ନବଡ ନଡମ୍ ବେନ କଟିଦେଶ ସ୍ରୀଣ ॥
ସ୍ଥୁଳ ଉଚ୍ଚ ପ୍ରନବୃପୃ ତାର ହସ୍ତପଦ ।
କଦାଚ ନୋହ୍ଦବ ପଦ୍ମ ଉପମା ଅଙ୍ଗଦ ॥
ବନ ଦେଖି ଘର ସୀତା ବୁଲୁଛ ବନରେ ।
କାଞ୍ଚନ ପ୍ରତିମା ନୁହେ ତାହା ସମାନରେ ॥
ଯେ ଲୋକ ନ ଦେଖି ଅଛ ସୀତାର ମାୟୁସ୍ତ ।
ସେହ ବୋଲେ ଦେଖା ଯଶ୍ରୀ କନ୍ୟା ସୁବ୍ରତ୍ ॥
ସୀତା ଯାର ଭଯିର୍ୟା ହେବ ସେହ ଲୋକ ଧନ୍ୟ ।
ତାହା ଠାରେ ଅନ୍ୟ ସୁଖ ହେବ ଭୂଚ୍ଚକ୍ଷାନ ॥
ହେ ସ୍ରବଣ ଭୁମ୍ ଯୋଗ୍ୟ ଅଟେ ସେ ସୁବ୍ରତୀ ।
ଭୂମ୍ ଅଟେ ସର୍ବାଂଶରେ ତାର ଯୋଗ୍ୟ ପତ ॥
ଭୁମ୍ ପାଇଁ ଅଣିବାକୁ କରଇ ଯତନ ।
ଲକ୍ଷଣ କାଟିଲ ତେଣୁ ମୋର ନାକ କାନ ॥
ସାମାନ୍ୟ ଲୋକର ଜାହିଁ ହୋଇବ ସୌଭଗ୍ୟ ।
କରିବ ଜାଡଜ୍ଞାୟସ୍ ନାସ୍ତି ରହ୍ ଦୃଭଗ ॥

ଯଦ ଥାଏ ଶକ୍ତି କର୍ମ୍ମ । ବାସନା ଚୋହର ।
ସୀତା ଲଭ ପାଇଁ ଏହ ମନ୍ତ୍ର ଯାତ୍ରା କର ॥
ଶ୍ରୀରାମ ଲକ୍ଷ୍ମଣ ଦୁହେଁ ନଗାନ୍ତ ଅଶକ୍ତ ।
କରି ପାର ସେମାନଙ୍କୁ ସହଜେ ପରସ୍ତୁ ॥
ମୋର ଅଭିଳାଷ ଲଭ୍‍କର ନାସ୍ତ ରହ୍‍ ।
ସେହ ଉପାୟୁରେ କର ବୈର ନିର୍ଯ୍ୟାତନ ॥

(୨) କ କାରଣେ ଦେବଗଣ ମନ୍ଥିଲେ ସାଗର ।
ଶୁଣିବାକୁ ଇଚ୍ଛାମୋର ଏହ ସମାୟୁର ॥
ଶୌନକ ବଚନ ଶୁଣି ବୋଲେ ସୁତବସ୍ତ୍ର ।
ସୁମେରୁ ନାମରେ ଏକ ମହାଧର ଅଛ ॥
ଯାହାର ସୁବର୍ଣ୍ଣମୟୁ ଶୃଙ୍ଗ ପ୍ରଭ କାଲ୍ ।
ଦବାକର କରଣକୁ କରଇ ଢାଚ୍ଛିଲ୍ୟ ॥
ସର୍ବଗିର ଠାରୁ ଅଟେ ସୁମେରୁ ପ୍ରଧାନ ।
କରନ୍ତ ଗନ୍ଧର୍ବ ଦେବେ ଯହିଁ ବିଚରଣ ॥
ରଙ୍ଗୀ ଯୋଗରେ ପ୍ରଭଦନ ଯେ ପବିଢ ।
ବବିଧ ଔଷଧ ଯୋଗେ ହୁଏ ଅନ୍ଲେକତ ॥
ଯେଉଁ ମହାଧର ଅଭୁଭେଥା ଶୃଙ୍ଗମାନ ।
ଉଚ ହୋଇ ସୁରଲୋକ କରିଛି ଅଚ୍ଛନ୍ନ ॥
ନଦ ନଦୀ ତରୁଲତା ଯହିଁ ସୁଶୋଭିତ ।
ବହଙ୍ଗମ ଗଣ ଯହିଁ ଗାଉଥାନ୍ତ ଗୀତ ॥
ଦନକରେ ଦେବଗଣ ପବିଢ ଶିଖରେ ।
ମନ୍ତ୍ରଣା କଲେକ ବସି ସର୍ବେଯୁର ସ୍ୱରେ ॥
କ ଉପାୟୁ ଅମ୍ଭେମାନେ ପାଇବୁଁ ଅମୃତ ।
ଏଣ୍ଡା କ୍ରାଣି ପାର ନାରାୟୁଣ ଲକ୍ଷ୍ମୀକାନ୍ତ ॥

ବୋଇଲେ ବ୍ରହ୍ମାଙ୍କୁ ଯାଇ ସୁରସୁର ଗଣ ।

କରନ୍ତୁ ମିଳିତ ହୋଇ ସଂଗର ମନ୍ଥନ ॥

ସମୁଦ୍ର ମନ୍ଥନ କଲେ ମିଳିବ ଅମୃତ ।

ଅନନ୍ତର ଦେବତାଙ୍କୁ ଗଲ ଲକ୍ଷ୍ମୀକାନ୍ତ ॥

ବୋଇଲେ ହେ ଦେବ କର ସମୁଦ୍ର ମନ୍ଥନ ।

ପ୍ରଥମେ ପାଇବ ତହୁଁ ବିବିଧ ରତନ ॥

ରତ୍ନମାନ ପାଇ ତହୁଁ ହେବନ୍ତି ନକ୍ଷାନ୍ତ ।

ତାହାହେଲେ ପାଇପାର ଶେଷରେ ଅମୃତ ॥

III. Write as if to a vernacular magazine for boys a story illustrative of the following :—" Men there were in the world who 'counted not their lives dear to them in comparison with their truth to their word, and love to one another.' "

" ପ୍ରାଚୀନକାଳରେ ଏପରି ମନୁଷ୍ୟମାନେ ଥିଲେ ଯେଉଁ-

ମାନଙ୍କର ବଚନର ସତ୍ୟପ୍ରିୟତା ଏବଂ ଅନ୍ୟଙ୍କଠାରେ ଥିବା ପ୍ରୀତି

ତାହାଙ୍କର ଜୀବନଠାରୁ ଅଧିକ ମଣୁ ଥିଲେ । "

ଏହ୍ୟ ବାକ୍ୟର ସତ୍ୟତା ପ୍ରତିପନ୍ କରି ବାଳକମାନଙ୍କ

ପାଠୋପଯୋଗୀ ସଂବାଦ ପତ୍ରିକାକୁ ଗୋଷ୍ଠିଏ ପ୍ରବନ୍ଧ ଲେଖ ।

TUESDAY, 2ND DECEMBER, 2 TO 5 P.M.

### FRENCH: TEXT-BOOKS AND GRAMMAR.

I. Translate into French :—1. When I go to London I shall see my friend's father, mother, brothers and sisters. 2. Old Paris is very different from the Paris of to-day. 3. My brother is a teacher and I am a merchant. 4. Sunday last was the last Sunday in the month. 5. Whatever be his talent, whatever be his intelligence whoever be his friends, I fear lest he should perish. 6. Was your mother at home this morning? No. She was not. 7. I saw your brothers and sisters yesterday. 8. I believe I see him coming; two days ago I saw him going away. 9. I wish I were in your place. 10. He was punished for speaking against his teacher. 11. I saw your brother this morning. 12. Napoleon was defeated in

Russia when he was at the zenith of his power. 13. If he should come I would be happy. 14. If you were to hear him you would believe in him. 15. We soon had finished our task. 16. When they had written their letters they went out. 17. Do you think he has come. 18. I think he has come. 19. I fear you are mistaken. 20. It is necessary that he should come.

II. Correct the mistakes; if any, in the following :—1. Il fallait qu'il vienne. 2. Il prit un baton et m'en donna un coup. 3. Supposez qu'il venait que feriez-vous ? 4. Empêchez qu'il gaspille son argent. 5. Dépêchez-vous de peur qu'il arrive avant vous. 6. J'ai coupé mon doigt. 7. Elle a foulé son pied en dansant. 8. Il l'a fait, mais il n'y gagnera rien. 9. Quand un homme est mort on n'y pense plus. 10. Combien avez-vous de pommes ? j'ai six, je ne veux pas avoir davantage. 11. Votre mère est une personne obligeant tout le monde ; votre sœur est moins obligeante envers nous.

III. Distinguish between :—repartir and répartir ; infecter and infester ; colorer and colorier ; vacant and vaquant ; expédiant and expédient ; violant and violent ; recouvrir and recouvrer ; disputer and discuter ; fatiguant and fatigant ; résonner and raisonner.

IV. Explain the allusions in the following passages :—
      (a) La gloire efface tout......tout, excepté le crime !
        Mais son doigt me montrait le corps d'une victime,
        Un jeune homme, un héros de sang pur inondé.
      (b) Ainsi pouvait-on sans crainte lui confier les plus grands secrets...... On ne pouvait assez louer son incroyable dextérité à traiter les affaires les plus délicates. (c) Que s'il est enfin entraîné dans ces guerres infortunées, il y aura au moins cette gloire de n'avoir pas laissé avilir la grandeur de sa maison chez les étrangers.

V. Render into English :—(a) des sourires de commande ; (b) prendre quelqu'un à partie ; (c) à coup sûr ; (d) coûter les yeux de la tête ; (e) enfourcher la chimère ; (f) tout marche à souhait ; (g) donner un bon coup de pied à la misère ; (h) elle en abattait de ces histoires ! (i) mettre sa langue dans sa poche ; (j) prendre la mouche.

VI. Give the meaning of each of the following words or expressions found in "le Cid :"—
      (a) flamme, heur, lors, onde, pâmoison, revancher, brigue épandre, choir, invaincu.
      (b) malgré des feux si beaux qui troublent ma colère,
        je ferai mon possible à bien venger mon père ;
      (c) Adieu je vais traîner une mourante vie,
        Tant que par ta poursuite elle me soit ravie.
      (d) que je sens de rudes combats !

VII. Paraphrase and explain the following quotations from your texts :—1. Les plus proches voisins du presbytère reçurent le visiteur à bras ouverts mais ne lui ouvrirent que les bras. 2. Pas de danger que l'ami Justin s'encanaille à courir avec nous les *fénétras* (fêtes votives), à chevaucher les chevaux de bois, à flûter la blan-

quette de Limoux sous-les tonnelles. 3. Le frac brodé d'argent s'assied; une robe noire se lève. 4. Sortira-t'-on jamais de ce funeste empire ? Deux ennemis ! le Czar, le Nord. Le Nord est pire.

VIII. Write down in French, in your own words, a summary of Victor Hugo's poem "La conscience."

WEDNESDAY, 3RD DECEMBER, 10 A.M. TO 1 P.M.
FRENCH: TRANSLATION.

I. Translate into English :—
1.                    LE ROSSIGNOL.
 Quand ta voix céleste prélude
  Aux silences des belles nuits,
 Barde ailé de ma solitude,
  Tu ne sais pas que je te suis !
 Tu ne sais pas que mon oreille,
  Suspendue à ta douce voix,
 De l'harmonieuse merveille
  S'enivre longtemps sous les bois !
 Tu ne sais pas que mon haleine
  Sur mes lèvres n'ose passer,
 Que mon pied muet foule à peine
  La feuille qu'il craint de froisser !
 Et qu'enfin un autre poète
  Dont la lyre a moins de secrets
 Dans son âme envie et répète
  Ton hymne nocturne aux forêts !
 Mais si l'astre des nuits se penche
  Aux bords des monts pour t'écouter.
 Tu te caches de branche en branche
  Au rayon qui vient y flotter,
 Et si la source qui repousse
  L'humble caillou qui l'arrêtait
 Elève une voix sous la mousse,
  La tienne se trouble et se tait !
 Ah ! ta voix touchante ou sublime
  Est trop pure pour ce bas lieu !
 Cette musique qui t'anime
  Est un instinct qui monte à Dieu !
2. Ce grand cœur qui parait aux discours que tu tiens,
 Par tes yeux chaque jour se découvrait aux miens ;
 Et croyant voir en toi l'honneur de la Castille,
 Mon âme avec plaisir te destinait ma fille.
 Je sais ta passion, et suis ravi de voir
 Que tous ses mouvements cèdent à ton devoir,
 Qu'ils n'ont point affaibli cette ardeur magnanime,
 Que ta haute vertu répond à mon estime ;
 Et que, voulant pour gendre un chevalier parfait,
 Je ne me trompais point au choix que j'avais fait.

Mais je sens que pour toi ma pitié s'intéresse,
J'admire ton courage, et je plains ta jeunesse.
Ne cherche point à faire un coup d'essai fatal,
Dispense ma valeur d'un combat inégal ;
Trop peu d'honneur pour moi suivrait cette victoire :
A vaincre sans péril on triomphe sans gloire.
On te croirait toujours abattu sans effort,
Et j'aurais seulement le regret de ta mort.

3. L'abbé Tourtarel procéda graduellement, par des retranchements successifs, qui, menagés dans une progression inexorable, devaient tôt ou tard en dénaturer complètement le caractère habituel. Les plats fins s'en allèrent d'abord. Adieu le gibier, adieu les sauces savoureuses mijotées à petit feu sur les fourneaux et qui exhalaient des parfums à la perdition des âmes ; plus de hors d'œuvre, plus de gâteau monté en forme de lyre ou de tiare ; les superfluités avaient entièrement disparu, disparu les nouveautés, les primeurs, les surprises, tout ce qui fait le piquant et l'attrait d'un repas. Ainsi dépouillés de leur charme, simplifiés et réduits de jour en jour, les menus du jeudi commençaient à prendre tournure de carême. Les invités s'étaient émus à la longue de ces changements et ils ne se génaient pas pour en dire leur façon de penser, dès qu'ils avaient tourné le dos au presbytère. Evidemment le curé de Saint-Pastour tournait à l'économie. Dites qu'il tombe dans l'avarice, renchérissait un confrère. Pendant qu'ils maugréaient et se lamentaient, Miïon, la vieille servante du curé, triomphait et se réjouissait en son âme.

4. Considérez, messieurs, ces grandes puissances que nous regardons de si bas ; pendant que nous tremblons sous leur main, Dieu les frappe pour nous avertir. Leur élévation en est la cause ; et il les épargne si peu, qu'il ne craint pas de les sacrifier à l'instruction du reste des hommes. Chrétiens, ne murmurez pas si Madame a été choisie pour nous donner une telle instruction : il n'y a rien ici de rude pour elle, puisque, comme vous le verrez dans la suite, Dieu la sauve par le même coup qui nous instruit. Nous devrions être assez convaincus de notre néant ; mais, s'il faut des coups de surprise à nos cœurs, enchantés de l'amour du monde, celle-ci est assez grande et assez terrible. O nuit désastreuse ! O nuit effroyable, où retentit tout à coup comme un éclat de tonnerre cette étonnante nouvelle : Madame se meurt ! Madame est morte ! Qui de nous ne se sentit frappé à ce coup, comme si quelque tragique accident avait désolé sa famille ? Au premier bruit d'un mal si étrange, on accourut à Saint-Cloud de toutes parts : partout on entend des cris ; partout on voit la douleur et le désespoir, et l'image de la mort. Le roi, la reine, Monsieur, toute la cour, tout le peuple, tout est abattu, tout est désespéré ; et il me semble que je vois l'accomplissement de cette parole du prophète : "Le roi pleurera, le prince sera désolé, et les mains tomberont au peuple de douleur et d'étonnement?

(*Not from Text-Books.*)

5. Mérovée avait fait un massacre épouvantable des Romains. On le voyait debout sur un immense chariot, avec douze compagnons d'armes, appelés ses douze pairs, qu'il surpassait de toute la tête. Au-dessus du chariot flottait une enseigne guerrière, surnommée l'Oriflamme. Le chariot, chargés d'horribles dépouilles, était traîné par trois taureaux dont les genoux dégouttaient de sang et dont les cornes portaient des lambeaux affreux. L'héritier de l'épée de Pharamond avait l'âge, la beauté et la fureur de ce démon de la Thrace qui n'allume le feu de ses autels qu'an feu des villes embrasées. Les cheveux blonds du jeune Sicambre, ornés d'une couronne de lis, ressemblaient au lin moelleux et doré qu'une bandelette virginale rattache à la quenouille d'une reine des barbares. On eût dit que ses joues étaient peintes du vermillon de ces baies d'églantiers, qui brillent au milieu des neiges, dans les forêts de la Germanie. Sa mère avait noué autour de son cou un collier de coquillages, comme les Gaulois suspendent des reliques au rameau du plus beau rejeton d'un bois sacré.

II. Translate into French :—What is to be done, when so many men, so many towns, so many cities, so many nations submit to a single tyrant, who possesses no power but that which is given to him, and who could not injure them if they were not willing to endure it ? What a misfortune, or what a vice to see an infinite number of people, not obeying but serving, not being governed, but being tyrannised over by a single individual ; and he neither a Hercules, nor a Samson, but an insignificant little man, and very often the greatest coward, and the most effeminate person in the nation ! Poor miserable people ! senseless races, stubbornly clinging to evil, and blind to your own welfare, you live in such a way that you can call nothing your own, neither your property, nor your kinsfolk, nor your children, nor your own lives. And all this ruin befalls you, not from your enemies—although he is your enemy,—but from him whose greatness is of your own making : for him you go forth so courageously to war, and for his grandeur you do not hesitate to sacrifice your own lives.

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WEDNESDAY, 3RD DECEMBER, 2 TO 4 P.M.

## ALGEBRA.

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I. 1. Determine $a$ and $b$ so that $x^5 - x + ax + b$ may be exactly divisible by $x^2 + x - 6$.

2. Show that $x(y-z)(y+z-x)^4 + y(z-x)(z+x-y)^4 + z(x-y)(x+y-z)^4 = 16xyz(x-y)(x-z)(y-z)$.

II. 1. Find the square root of $11 + \sqrt{24} + 4\sqrt{3} + 6\sqrt{2}$.

2. Rationalize the relation $\sqrt[3]{x} + \sqrt[3]{y} + \sqrt[3]{z} = 0$.

III. 1. Find the condition that the expression $a^2x^2 + bx + c$ may be always positive. 2. Determine the limits to the real values of $x$ in the equation $9x^2 - 18xy + y^2 - 2x + 6y + 29 = 0$.

IV. 1. Find the values of $x : y : z$ from the equations

$$x + y + z = 0; \quad \frac{a(b-c)^2}{x} + \frac{b(c-a)^2}{y} + \frac{c(a-b)^2}{z} = 0.$$

2. $s$ varies as the sum of two quantities; one of them varies directly as $x^{\frac{3}{2}}$ and the other inversely as $x^{\frac{3}{2}}$. If $s = 1$ when $x = 1$, and $s = 38$ when $x = 4$, find the value of $s$ when $x = 9$.

V. 1. If an odd number of arithmetic means be inserted between $a$ and $c$, show that the sum of the means that precede the middle term bears a constant ratio to the sum of the means that follow it, whatever the number of the means may be. 2. A ship with a crew of 175 men set sail with a store of water just sufficient to last to the end of the voyage. But on the 31st day plague appeared and carried off three men on that day and every successive day; and at the same time a storm arose, which protracted the voyage by three weeks. The ship, however, arrived in port without any diminution in each man's daily allowance of water. Required the time of the passage and the number of men alive when the vessel reached the harbour.

VI. 1. Prove by *Mathematical Induction* that the sum of the cubes of the first $n$ natural numbers is $n^2 (n + 1)^2/4$. 2. Sum to $n$ terms the series

        ($\alpha$) $1.2^2 + 2.3^2 + 3.4^2 + \ldots\ldots\ldots$

        ($\beta$) $1^2.x + 2^2.x^2 + 3^2.x^3 + \ldots\ldots$

VII. Find the number of permutations of $n$ things taken $r$ together. Show that the number of ways in which $n$ persons can be arranged in a row so that neither of two particular persons may occupy the first or second position is $(n^2 - 5n + 6) \mid \overline{n-2}$.

VIII. If $c_r$ denote the coefficient of $x^r$ in the expansion of $(1 + x)^n$, where $n$ is a positive integer, find the value of $c_0{}^2 - c_1{}^2 + c_2{}^2 - \ldots\ldots$ $\ldots\ldots + (-1)^n c_n{}^2$ and show that

$1.c_0{}^2 + 3.c_1{}^2 + 5.c_2{}^2 + \ldots\ldots\ldots + (2n + 1) c_n{}^2 = (n + 1) \mid \overline{2n} / \mid n. \mid n.$

THURSDAY, 4TH DECEMBER, 10 A.M. TO 12 NOON.

## TRIGONOMETRY.

I. 1. What would be the measure of a radian if a right angle were taken as the unit of angular measurement? 2. The measure of an angle in degrees exceeds its measure in radians by unity. Find the measure of the angle in degrees and in radians.

II. 1. Prove geometrically that

$$\sin C - \sin D = 2 \sin \frac{C - D}{2} \cos \frac{C + D}{2} ;$$

$$\cos D - \cos C = 2 \sin \frac{C - D}{2} \sin \frac{C + D}{2} .$$

**2.** Prove that $\dfrac{\cos^3 10° + \sin^3 20°}{\cos 10° + \sin 20°} = \dfrac{3}{4}$.

**3.** Establish the identity
$$\cos A + \cos 3A + \cos 5A + \cos 7A = \tfrac{1}{2}\sin 8A \operatorname{cosec} A.$$

**III. 1.** Find a general expression for all the angles that have a given sine.

**2.** Solve the equation $2(1 + \tan\theta) = (1 - \tan\theta)\sec 2\theta$.

**3.** Eliminate $\theta$ between the equations
$$a\sec\theta - c\tan\theta = d,$$
$$b\sec\theta + d\tan\theta = c.$$

**IV. 1.** Prove that in any triangle $ABC$, $a = b\cos C + c\cos B$, and from this and the corresponding formulae deduce the relations $a\operatorname{cosec} A = b\operatorname{cosec} B = c\operatorname{cosec} C$.

**2.** Prove that $c^2 = (a + b)^2 \sin^2 \dfrac{C}{2} + (a - b)^2 \cos^2 \dfrac{C}{2}$.

**3.** If the angle $C$ is a right angle, prove that
$$\frac{a^2 \cos B}{1 + \sin B} - \frac{b^2 \sin B}{1 + \cos B} = \frac{c^2 \sin(A - B)}{\cos A + \cos B}.$$

**V.** If $AB$ is a side of a regular polygon of $n$ sides inscribed in a circle whose centre is $O$, prove that the area of the regular polygon of $n$ sides circumscribed to the circle is equal to the rectangle contained by the perimeter of the inscribed polygon and the radius of the circle described about the triangle $OAB$.

**VI. 1.** Find $\log_a x$, being given $\log_{ab} x = k$ and $\log_b x = l$.

**2.** If in a triangle $a = 78$, $b = 43$, and $C = 84° 24'$, find $A$ and $B$, having given
$$\log 2 = \cdot 3010300, \ L\cot 42° 12' = 10\cdot 0425150,$$
$$\log 7 = \cdot 8450980, \ L\tan 17° 41' = 9\cdot 5035459,$$
$$\log 11 = 1\cdot 0413927, \ L\tan 17° 42' = 9\cdot 5039822.$$

**VII.** Prove that in any triangle $ABC$,
$$r_1 = s\tan\frac{A}{2} = 4R\cos\frac{B}{2}\cos\frac{C}{2}\sin\frac{A}{2}.$$

$D$, $E$, $F$ are the points of contact with the sides $BC$, $CA$, $AB$ of the escribed circle of the triangle $ABC$, which touches $AB$ and $AC$ produced. If $r_1$, $x$, $x_1$, $x_2$, $x_3$ are the radii of the escribed circles of the triangles $ABC$, $DEF$, $AEF$, $BFD$, $CDE$ respectively opposite to the angles $A$, $D$, $A$, $B$, $C$, of these triangles respectively, prove that $2x_1 x_2 x_3 = r_1 x^2$.

**VIII.** A person standing on the slope of a hill of inclination $a$ observes that the angle of elevation of the top of a pillar standing at the foot of the hill is $30°$. He then walks a distance $a$ down the hill towards the pillar and finds the angle of elevation of the top of the pillar to be $60°$. Show that the height of the pillar is
$$\frac{a}{2}\left(\sqrt{3}\sec a + 4\sin a\right).$$

THURSDAY, 4TH DECEMBER, 1 TO 4 P.M.

## GEOMETRY.

I. Prove that, if in a triangle one side be greater than another the angle opposite the first side is greater than the angle opposite the second. In a triangle $ABC$ the side $AB$ is greater than the side $AC$, and the bisector of the angle $BAC$ meets the side $BC$ in $D$. Show that $BD$ is greater than $DC$.

II. Prove that in a triangle the square on a side opposite to an acute angle is less than the sum of the squares on the other two sides by twice the rectangle contained by either of these sides and the portion of it intercepted between the perpendicular let fall on it from the opposite angle, and the acute angle. Show that if two sides of a quadrilateral are parallel, the sum of the squares on the diagonals is equal to the sum of the squares on the sides which are not parallel and twice the rectangle contained by the sides which are parallel.

III. Prove that angles in the same segment of a circle are equal. $ABC$ is a triangle whose vertices are on a circle whose centre is $O$, and $D$, $E$ are the feet of the perpendiculars from $B$ and $C$ upon the opposite sides. Show that $OA$ and $DE$ are at right angles to one another.

IV. Show how to draw from a given point a tangent to a given circle. Draw a straight line so that the intercepts made on it by two given circles shall be of given lengths.

V. Show how to inscribe a circle in a given triangle $ABC$. Prove that if the inscribed circle touch the side $BC$ in $D$, the incircles of the triangles $ABD$, $ACD$ touch one another.

VI. Show that if a straight line be drawn parallel to a side of a triangle, it will cut the other sides, or those sides produced, proportionally. $D$ is the middle point of the side $BC$ of the triangle $ABC$, $P$ is any point in $AD$, and $CP$, $BP$ meet the opposite sides in $E$ and $F$. Show that $EF$ is parallel to $BC$.

VII. Prove that similar triangles are to one another in the duplicate ratio of their homologous sides. $AB$ is a diameter of a circle, and a straight line through $A$ meets the circle again in $C$, and the tangent at $B$ in $D$. If $E$ is the other extremity of the diameter of the circle through $C$, and $ED$ intersects $AB$ in $F$, show that the ratio of $AF$ to $FB$ is the duplicate ratio of $AD$ to $AB$.

VIII. Prove that if an angle of a triangle be bisected by a straight line which cuts the opposite side, the rectangle contained by the segments of this side, together with the square on the bisecting line is equal to the rectangle contained by the other two sides. $ABC$ is a triangle, and $D$, $E$ are points on its circumcircle equally distant from $A$ and such that the square on $AD$ is equal to the rectangle contained by the sides $BA$, $AC$. If $DE$ intersects $BC$ in $F$, show that $AF$ bisects the angle $BAC$.

FRIDAY, 5TH DECEMBER, 10 A.M. TO 1 P.M.

## PHYSIOGRAPHY.

I. State Newton's law of gravitation. Explain why the weight of a body is not constant over the surface of the earth.

II. Explain how rocks may be classified according to their mode of formation. State to which classes the following belong and describe them :—basalt, granite, marble, shale, slate.

III. What proofs have we of the gradual elevation of various tracts of land? Give examples of such places.

IV. Explain how the depth of the ocean is determined, and give a brief account of what has been ascertained in this way regarding the form of the ocean floor.

V. Explain the following and describe their formation :— avalanche, crevasse, glacier, iceberg, moraine, striae.

VI. Describe an instrument by which the humidity of the air is measured, and explain its use.

VII. Describe aurorae and state where they occur. How do they vary from year to year? Mention other phenomena which have been observed to vary in the same way.

VIII. What corrections are made in the reading of the barometer in order to compare the pressure of the atmosphere at different places? How can we, by means of the values so obtained, represent graphically the variation of the pressure over a large area? Give, as examples of this, rough sketches showing the distribution of pressure in India in January and July.

IX. Account for the difference between the mean solar day and (1) the apparent solar day, (2) the sidereal day.

FRIDAY, 5TH DECEMBER, 10 A.M. TO 1 P.M.

## PHYSIOLOGY.

I. Explain the differences in the composition of the blood in the Renal, Pulmonary, and Portal veins, and Superior Vena Cava.

II. What are the principal waste products formed in the body? State where they are formed and eliminated. What determines the quantity formed in any tissue?

III. Write short notes on the following :—(a) Ductless glands, (b) The glycogenic function of the liver, (c) Blood pressure, (d) Lymph.

IV. Write a short essay on the nature and use of secreting glands.

V. Describe the changes which the various digestive juices produce in bread.

VI. Give a short account of any reflex nerve action, and construct a diagram to show clearly the paths taken by the nerve impulses.

VII. Give a simple physiological explanation of each of the following:—(1) The contents of the thoracic duct appear white after a meal.  (2) Though the beating of the heart is intermittent, the flow of blood from the cut end of a vein is continuous.  (3) The skin acts freely in hot weather.  (4) Temporary closure of the air passages is followed by rapid breathing.

<p align="center">FRIDAY, 5TH DECEMBER, 2 TO 5 P.M.</p>

<p align="center">HISTORY OF GREECE AND ROME.</p>

I. Compare the Grecian with the Roman colonies as regards (1) the general causes of their foundation, (2) their relation to, and (3) their value to, the mother-city.

II. Contrast the parts played by Athens against Persia and against Macedon.  Point out the importance of the triumph of (1) Greece over Persia, and (2) Macedon over Greece.

III. What elements, social and constitutional, that were not democratic existed at Athens in the age of Pericles, and what elements, social and constitutional, that were not oligarchic at Sparta in the same period?

IV. Trace the revival of the power of Athens from the close of the Peloponnesian War to 355 B. C.

V. Sketch the history of the Tribunate down to the fall of the Republic, noting any changes in its character.

VI. When and under what circumstances was Achaia annexed by Rome?  Point out the effects upon Rome of her Grecian conquests.

VII. Compare and contrast Sulla and Cicero as champions of the Senate, illustrating your answer from facts in their careers.

VIII. How far was the constitution under Augustus a continuation of that of the Republic?

# B.A. DEGREE EXAMINATION, 1902.

## ENGLISH LANGUAGE DIVISION.

<p align="center">MONDAY, 8TH DECEMBER, 10 A.M. TO 1 P.M.</p>

<p align="center">ENGLISH POETRY.</p>

NOTE.—*The answers are to be written in two books—one for each part.*

<p align="center">Part I.</p>

I. 1. On what is the *Clerke's Tale* based?  How may the date of it be fixed approximately?  State what portions were subsequently added.  2. How does the *Envoy* differ metrically from the rest of the *Clerke's Tale?*

II. **Re-write in Modern English :—**

(a) 1. O stormy peple ! vnsad and euer vntreue !
Ay vndiscreet and chaunging as a vane,
Delyting euer in rombel that is newe,
For lyk the mone ay wexe *ye* and wane ;
Ay ful of clapping, *dere ynough a Iane ;*
Your doom is fals, your constance *yuel* preueth,
A ful greet fool is he that on you leneth.

2. And in hir swough so sadly holdeth she
Hir children two, whan she gan hem *tembrace,*
That with greet sleighte and greet difficultee
The children from hir arm they *gonne arace*
O many a teer on many a pitous face
Down ran of hem that *stoden* hir bisyde ;
*Vnnethe* abouten hir myghte they abyde.

(b) Write notes on the grammar of the italicised expressions in the above passages.

III. Explain, with notes where necessary :—Sikly berth,—more penible,—all and some,—yuel biseye,—a sturdy husbond,—somdel ock to-rent. He of his cruel purpose nolde stente. Lest Chicheuache yow swolwe in hir entraille.

IV. 1. What led Dryden to write Mac Flecknoe ? 2. Give in a few sentences the substance of *Pheidippides.* 3. *Rabbi Ben Ezra* is said to represent Browning's 'Theism.' Explain and give briefly the leading ideas in the poem. 4. Masson says: "The most obvious characteristic of Keats's poetry is certainly sensuousness." Discuss this criticism.

V. Annotate and explain :—

(a) Great Fletcher never treads in buskins here,
Nor greater Jonson dares in socks appear.

(b) Choose for thy command
Some peaceful province in Acrostic land.

(c) O latest born and loveliest vision far
Of all Olympus' faded hierarchy.

(d) Heard melodies are sweet but those unheard
Are sweeter.

(e) Such feasting ended then
As sure an end to men ;
Irks care the crop-full bird ? Frets doubt the maw-
crammed beast ?

(f) All I could never be,
All, men ignored in me,
This I was worth to God, whose wheel the pitcher
shaped.

(g) The same that oftimes hath
Charm'd magic casements, opening on the foam
Of perilous seas, in faery-lands forlorn. •

## Part II.

VI. Briefly discuss the question, whether there is reason to suppose that *Coriolanus* had a political reference, and that there is in it an exposition of Shakspere's political faith.

VII. 1. Mention the principal features of the character of Menenius as described by himself in his first conversation with the tribunes. Contrast his attitude towards the people with that of Coriolanus. 2. Show how, at the two great crises of his life, want of judgment was Coriolanus's ruin. What is your estimate of the part played by Volumnia on each of these occasions?

VIII. 1. The folio reading of I·9·41—46 is :—

> May these same instruments, which you profane,
> Never sound more : when drums and triumpets shall
> I' th' field prove flatterers ; let courts and cities be
> Made all of false-fac'd soothing :
> When steel grows soft, as the parasites silk,
> Let him be made an overture for the wars.

Discuss the emendations that have been proposed for this passage. 2. Give the meaning of the following passage in your own words :—

> So our virtues
> Lie in the interpretation of the time :
> And power, unto itself most commendable,
> Hath not a tomb so evident as a chair
> To extol what it hath done.

3. Explain the following expressions :—(*a*) an inventory to particularise their abundance ; (*b*) your bisson conspectuities ; (*c*) to jump a body with a dangerous physic ; (*d*) to bear the 'knave' by the volume. 4. In what sense is each of the following words used in *Coriolanus*—(*a*) singularity, (*b*) articulate, (*c*) innovator, (*d*) stoutness, (*e*) foxship, (*f*) inform ?

IX. 1. Annotate :—

(*a*)                    His pupil age,
> Man-enter'd thus, he waxed like a sea,
> And in the brunt of seventeen battles since
> He lurch'd all swords of the garland.

(*b*)                    My affairs
> Are servanted to others : though I owe
> My revenge properly, my remission lies
> In Volscian breasts.

2. Explain the allusions in the passages below :—

(*a*)                    In that day's feats,
> When he might act the woman in the scene,
> He proved best man i' the field, and for his meed
> Was brow-bound with the oak.

(*b*)                    I think he'll be to Rome
> As is the osprey to the fish, who takes it
> By sovereignty of nature.

X. 1. Remark upon the construction of the following sentences:—

(a) If he did not care whether he had their love or no, he waved indifferently twixt doing them neither good nor harm.

(b)                        Fortune's blows,
When most struck home, being gentle wounded, craves
A noble cunning.

2. Divide the following lines into feet, and mark the accented syllables:—

(a) Ransoming him, or pitying, threatening the other.
(b) Fast foe to the plebeii, your voices might.
(c) O heavens! O heavens!
                Nay, I prithee, woman.

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MONDAY, 8TH DECEMBER, 2 TO 5 P.M.
## ENGLISH PROSE.

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### Part I.

NOTE.—*The answers are to be written in two books—one for each part.*

I. "I set myself the little task of making a *picturesque* story, rising in every chapter, with characters true to nature, but whom the story should express more than they should express themselves by dialogue." (Dickens—Private letter.) Examine *A Tale of Two Cities* with a view to showing how far it satisfies the test here proposed.

II. Discuss *two* of the following criticisms:—(a) 'There is no piece of fiction known to me, in which the domestic life of a few simple people is in such a manner [as it is in *A Tale of Two Cities*] knitted and interwoven with the outbreak of a terrible public event, that the one seems but part of the other.' (b) '*A Tale of Two Cities* is a mixture of mannerism and melodrama.' (c) '*A Tale of Two Cities* is unique among the novels of Dickens in the all but entire absence in it of any humour or attempt at humour.' (d) 'Dickens' story of the Revolution is unsatisfactory as a Romance, not so much because the main interest of the story centres in the fate of a person who is himself uninteresting, as because the scheme of the novel requires the sacrifice of the person in whom the author has aroused most interest for the benefit of the person in whom he has awakened least.'

III. 1. Objection has been taken to the manner and agency by which Dickens brings about the death of Madame Defarge. Examine this objection. 2. Mention two or more historical incidents of the French Revolution which Dickens has related in connection with imaginary personages.

IV. Comment on the following, in each case mentioning the context:—(a) "A prophetic private in the Life Guards had heralded

the sublime appearance by announcing that "arrangements were made for the swallowing up of London and Westminster." ' (*b*) ' One of the most remarkable sufferers by the same axe . . . had asked to be allowed to write down the thoughts that were inspiring her.' (*c*) ' There is a great crowd coming into our lives, if that be so.' (*d*) '-Some discovered letters and other memorials of prisoners of old time, long dead of broken hearts.' (*e*) ' So armed he was stronger than his namesake, and blinder, and tore away the gates of God's own temple every day.' (*f*) ' Observers of the wretched millions in France . . . had seen it inevitably coming, years before, and, had—in plain words recorded what they saw.' (*g*) ' There might be medical doctors . . . a banking away like smoke at Tellson's, and a cocking their medical eyes at that tradesman on the sly.' (*h*) ' The time was to come when the gaunt scare-crows of that region should have watched the lamplighter . . . so long as to conceive the idea of improving on his method.'

V. Write short notes on the following :—' *Cock lane ghost* ' ' *the strong bull's eye of the court,*' ' *jargon about the* " *centre of Truth,*" ' ' *the Carmagnole,*' ' *Foulon,*' ' *the September massacre,*' ' *the spy of Pitt,*' ' *another disciple of Izaak Walton.*'

## Part II.

VI. How does Arnold apply his " comparative" method of criticism to Leopardi, Byron, and Wordsworth ?

VII. 1. In what, according to Arnold, " consists the immense superiority of Chaucer's poetry over the romance-poetry " ? 2. How does Arnold account for the influence of Wordsworth between 1830 and 1840 A.D., and the comparative neglect of him before and after ? 3. " We arrive best at the real estimate of Burns by conceiving his work as having truth of matter and truth of manner, but not the accent or the poetic virtue of the highest masters." Explain this.

VIII. 1. Who are (*a*) Taine, (*b*) Scherer, (*c*) Goethe, (*d*) Swinburne ? What are their respective criticisms of Byron ? 2. In what sense does Arnold use the words (*a*) *classic*, (*b*) *Philistine*, (*c*) *Moral ideas* ?

IX. Explain, as explained by Holmes, the following statements :—(*a*) " A mellowing rigourist is always a much pleasanter object to contemplate than a tightening liberal." (*b*) " I know this, that the way Mother Earth treats a boy shapes out a kind of natural theology for him." (*c*) " I am afraid that science is breeding us down too fast into coral insects." (*d*) " I dare not be a coward with my lips, Who dare to question all things in my soul."

X. " What is your general estimate of lawyers, doctors, and ministers ? " Summarise the Old Master's reply to this question.

XI. (*a*) Why did the poet desire to live in an egg-shaped thinking-cell ? (*b*) What does Holmes mean by " three-story men " ?

TUESDAY, 9TH DECEMBER, 10 A.M. TO 1 P.M.

ENGLISH LANGUAGE AND LITERATURE.

*Parts I and II should be written in separate books.*

### Part I.

I. Summarise the chief features that distinguish Elizabethan English from Victorian English. In what important points is Early English a contrast to both ?

II. Explain where necessary, and illustrate the following statements :— 1. "Case in the sense of *form* must be carefully distinguished from case in the sense of *relation*." 2. "The most archaic part of English Grammar is the pronouns." 3. "There is little doubt that the dictionaries of the eighteenth century had important effects on the pronunciation of English words."

III. State clearly the phonetic laws which are illustrated by the change of vowel sound or of consonant sound in such words as *man, men ; wise, wisdom ; house, houses ; bind, bundle ;* give another example of each case.

IV. Write notes on the etymology of the italicised portions of the following words :—near*er*, f*i*rst, twi*ce*, stress.

V. Arrange the following words into four cognate pairs, and show how far each pair illustrates Grimm's Law :—brotherly, head, host, capital, fraternal, guest, divine, Tuesday.

VI. Examine the following passages with special reference to qualities of style. Note both merits and defects.—(*a*) There was one man, whose sharp and manly logic had often in debate been found a match for the lofty and impassioned rhetoric of Pitt, whose talents for jobbing were not inferior to his talents for debate, whose dauntless spirit shrank from no difficulty or danger, and who was as little troubled with scruples as with fears. Henry Fox, or nobody, could weather the storm which was about to burst. Yet was he a person to whom the court, even in that extremity, was unwilling to have recourse. He had always been regarded as a Whig of the Whigs. He had been the friend and disciple of Walpole. He had long been connected by close ties with William Duke of Cumberland. By the Tories he was more hated that any man living. So strong was their aversion to him that when, in the late reign, he had attempted to form a party against the Duke of Newcastle, they had thrown all their weight into Newcastle's scale. By the Scots, Fox was abhorred as the confidential friend of the conqueror of Culloden. He was, on personal grounds, most obnoxious to the Princess Mother. For he had, immediately after her husband's death, advised the late king to take the education of her son, the heir apparent, entirely out of her hands................Of all the statesmen of the age therefore, it seemed that Fox was the last with whom Bute, the Tory, the Scot, the favourite of the Princess Mother, could, under any circumstances, act. Yet to Fox Bute was now compelled to apply. (*b*) That was Ruskin's watchword all through life. Other people may like their own ways of living—he also had

his ; and it was totally opposed to the ordinary conception of " life."
As at Oxford, so in his after-labours, he was assiduous more than
the general.   Many an office worker, whose daily hours of work are
more than the six which were his self-appointed task, in after-life,
would say his life was easy.   Let them remember that Ruskin's
recreations, like those of all great men, were such as would be
labour to many another ; his mind was never relaxed from his life
work for a moment.   His leisure hours were always devoted to pre-
paration for the next effort—unconsciously perhaps ; but with the
unconsciousness of a mind that never ceased to dwell on many all-
absorbing studies—art and architecture, ethics and morality ;
subjects all of which were in his books intermingled and blended in
that fascinating and polished language, which if it does not always
convince absolutely, yet never fails to inspire reverence by its
charming and elegant flow.   When at Oxford—when he had a task
to achieve which taxed his energies to the utmost, his work was
begun at six in the morning, nor was it ended until midnight, with
very little rest between ; finally he found his throat was irritated,
and could detect the presence of blood in his mouth—symptoms·
which all will know only too well as those of consumption.

### Part II.

VII. Trace in outline the history of English prose literature
during the fourteenth and fifteenth centuries, and write brief critical
accounts of any two writers you may mention.

VIII. How and_to what extent did the work of John Lyly, Mar-
lowe, and Ben Jonson respectively influence the development of the
English drama ?

IX. Illustrate by reference to specific works the distinctive
qualities of the writings of three of the following :—Defoe, Charles
Lamb, Gray, Johnson, William Morris and Louis Stevenson.

X. Write a brief description and critical estimate of two of the
following :—The Tale of a Tub, Cato, Samson Agonistes, The Task,
Idylls of the King, The Rape of the Lock.

XI. 1. Trace the history and development of the novel from the
beginning of the eighteenth century to the death of Dickens.   Write
a critical account of any novel—other than the *Tale of Two Cities*—
which was written within this period, and which you have your-
self read.   2. Account for the increasing importance during the
nineteenth century of the novel as a literary form.   Give any
reasons for thinking that the epoch of its greatest importance is
already past.                        ————

<div align="center">Tuesday, 9th December, 2 to 4 p.m.</div>

### ESSAY.

Write an essay on *one* of the following subjects :—
   (*a*)  How does the education of women react on a community ?
   (*b*)  The use and abuse of money.
   (*c*).  " There is some soul of goodness in things evil
         Would men observingly distil it out."

C—16

### SANSKRIT.

Translate into English :—

कदाचिद्वाराणस्यां दरिद्रोऽपि सन्तुष्टधर्मकारः कश्चिदा-
सीत् । सह्यनिर्विण्णः सव्यापारमनुतिष्ठन्सुखेन कालमनयत् ।
तस्य प्रातिवेश्यः कश्चिन्महाधनिको धनमित्रो नाम वणिक् प्रति-
वसति स्म । एकदा स धनी चर्मकारं दृष्ट्वाप्राक्षीत् ' मित्र, प्रत्यब्दं
त्वया कियद्द्रव्यमर्ज्यते ' इति । स तु प्रहसन्नेव प्रत्यवादीत् 'आर्य,
वर्षस्य कियदिति पृच्छ्यते । तथा संख्यां कर्तुं न मे परिचयः ।
अहन्यहनि देहयात्रां कुर्वन्ह्यायनमखिलं यथमप्यतिवाह्यामि '
इति ॥ धनमित्रोऽब्रवीत् ' भवतु, अनुदिवसं कियद्द्रव्यं लभ्यते '
इति । चर्मकारः— 'एकस्मिन्दिने किञ्चिरधिकमन्यस्मिन्किञ्चिन्न्यू-
नमाहृत्य कुटुम्बभरणाय यावत्पर्याप्तं तावल्लभ्यते '—इति ॥ स धनी
तस्य मनस्तोषमुपलभ्यापि तादृशं दारिद्र्यमनुशोचन्नेवमभाणीत् । 'तव
दुर्दशामपनेष्यामि । अत्र तिष्ठन्ते शतं दीनाराः । इमान् गृही-
त्वा गूढं रक्ष, यथा सङ्कटेऽप्यात्मपोषणायोपयुज्यन्ते ' । इति ॥ च-
र्मकारः, ' एतादृशभाग्यलाभः स्वप्नेऽप्यचिन्तितो मया ' इति परां
मुदमविन्दत् । तदनन्तरं धनमित्रं महोपकारिणं प्रणम्य 'प्रभो, या-
वज्जीवं कृतज्ञतां परिपाल्यामि ' इति कदन्द्रविणं स्वीकृत्य सदन-

मयासीत् । प्रथमतः द्रविणरक्षणोपायं चिन्तयन्नात्रिं जजागार ।
तथा चोक्तम्—

"अर्थीनामर्जने दुःखमर्जितानां च रक्षणे ।

नाशे दुःखं व्यये दुःखं धिगर्थान्कष्टसंश्रयान् ॥"

ततोऽपररात्रे उत्थाय पृथ्वीं खनन् कुत्रचिद्विले निचि-
क्षेप दीनारान् । ततः प्रभृति चिन्तामापेदे । पूर्वं तन्मनोग्रता
निर्वृतिः कुत्रचिद्ग्लिता । अङ्गं पृथ्वीगतं धनमेव ध्यायन् 'यदि
तत्स्थानं चोरैर्निदितं स्यात्तर्ह्यचिराद्ध्रुवपहृतं भवेत्' इति भीतभी-
तो मुहुर्मुहूस्त्रैव गतागतं कुर्वन्यामिनीं निर्निद्रो नयन्परं दुःख-
मनुबभूव । एवं चिन्तापरवशः कृशतां प्राप । अन्यविषयेषु मनः
प्रवर्तयितुं न शशाक । शून्यमनस्कतया तस्य स्वकर्मणि कौशलम-
प्यह्रीयत । मित्रेऽप्यविश्वासः समजनि । स्मितपूर्वमन्यान्नैवाभ्यभा-
षत । अन्तिके मार्जारसरणेऽपि 'कश्चित्खनति भुवम्' इति क्रो-
शति स्म । किं बहुना,

"निक्षिप्ता विवरे तेन द्रव्येण सह निर्वृतिः ।

दुःखजागरशङ्काद्यास्तस्याभूवन्सुहृत्तमाः ॥"

### LATIN.

Translate into English:—

Haec igitur prima lex amicitiae sanciatur, ut ab amicis honesta
petamus, amicorum causa honesta faciamus; ne exspectemus
quidem dum rogemur, studium semper adsit, cunctatio absit;
consilium verum dare audeamus libere; plurimum in amicitia
amicorum bene suadentium valeat auctoritas, eaque et adhibeatur
ad monendum non modo aperte, sed etiam acriter, si res postulabit,

et adhibitae·pareatur. Nam quibusdam,·quos audio sapientes habitós in Graecia, placuisse opinor mirabilia quaedam (sed nihil est, quod illi non persequantur argutiis) : aiunt scilicet "fugiendas esse nimias amicitias, ne necesse sit unum·sollicitum esse pro pluribus ; satis superque esse sibi suarum cuique rerum, alienis nimis implicari molestum esse ; commodissimum esse quam laxissimas habenas habere amicitiae, quas vel adducas cum velis vel remittas ; caput enim esse ad beate vivendum securitatem, qua frui non possit animus, si tamquam parturiat unus pro pluribus."

## PERSIAN.

Translate into English :—

ذغن گفت در روزگار پیشین زالی بود بهایمـ
ضعیف حال ـ وکلبۀ داشت تنگ تر از دل جاهلن و
تیره تر از گور بخیلن ـ وگربۀ با او مصاحب بود که
هرگز روی نان درآئینۀ خیال ندیده ـ و از یگانۀ وبیگانه
نام آش نشنیده ـ و بهمان قانع بود که گاه گاهی بوی
موشی از سوراخی شنیدے ـ و یا نقش پای او بروے
تختۀ خاك بدیدے ـ و اگر احیانا بمددگاری بخت و
مساعدت مساعدت موشی بچنگ وی افتادے (مصرع)
چون گدائی که گنج زریابد * رخش از شادی بر افروختی ـ
و غم گذشته را شعلۀ حرارت غریزی بسوختی ـ وتا یك
هفته کما بیش بدان مقدار غذا گذرا نمدی ـ و گفتی
(بیت) اینک می بینم به بیداری امست یارب یا بخواب *
خویشتن را در چنین نعمت پس از چندین عذاب *
و بواسطۀ آنکه خانۀ پیر زن قحط سال آن گره بود بیوسته
زار و نزار بودی ـ و از دور بشکل خیالی مینمودی
روزی از خانه بیطاقتی بزحمتی تمام بالے بام برآمد

گربه دید که بر دیوار خانهٔ همسایه میخرامید ـ و بدستور
شیر ژیان گام شمرده می نهاد ـ و از ضایعت فربهی قدم
آهسته بر میداشت ـ گربهٔ پیر زن چون از جنس خود
بدان نازکی و فربهی دید متحیر شده فریاد برکشید که
(مصرع)  باری خرامان میرمی آخر بگوئی از کجا *
تو بدین لطافت از کجائی ـ و چنان می نماید که از
ضیافت خانهٔ خان خطا می آئی ـ این طراوت تو از
چیست؟ وابن قوت و شوکت تو از کجا است؟ گربهٔ
همسایه جواب داد که من ریزه خور خوان سلطانم ـ هر
صباح بر درگاه شاه حاضر شوم ـ و چون خوان نعمت
بگسترانند جرائی و جلادتی نمایم و علی الجمله از
گوشتهای فربه و نانهای میده لقمهٔ در ربایم ـ و تا روز
دیگر مرفه‌الحال بسر برم ـ گربهٔ پیر زن پرسید که گوشت
فربه چگونه چیزی باشد ـ و نان میده برچه نوع مزه
دارد ـ من در مدةالعمر جز شوربای پیر زن و گوشت
موش چیزی ندیده و نخورده ام ـ گربهٔ همسایه بخندید
و گفت بواسطهٔ آنست که ترا از عنکبوت فرق نمی
توان کرد ـ و ابنای جنس مارا ازین شکل و هیئت که
تودازی عاری تمام است ـ و ازین صورت و صفت که
از خاک رو بصحرا آوردهٔ ننگی بردوام ـ (فرد) *

از گربه همین گوش ودمی هست ترا

باقی هم عنکبوت را میمانی *

## HINDUSTANI.

Translate into English :—

یہاں کے چارپاوں میں ہاتھی عجیب خلقت ھی ۔
صورت سیرت میں سب سے جدا ۔ قد و قامت میں
نہایت اونچا ۔ جسامت میں کوہ پیکر اور قوت میں اکثر
حیوانوں سے بالا تر ۔ رنگت میں بیشتر سیاہ ۔ خال خال
بھورا بھی دیکھے میں آیا ھی ۔ سوا امکے بڑا چھوٹا
بھی ۔ لیکن چھوٹے کو کمینڈ ھیا اور بڑے کو کنبل
کہتے ھیں ۔ ناک کی جگہ امکی ایک لمبی مونڈ
اژدھے کی مانند ۔ جس چیز کو چاھے اس مے اٹھالے ۔
اور کان ایسے چوڑے کہ چھاج کے برابر ۔ جب انہیں
جھڑ جھڑائے ۔ ایک فراٹا ھاو کا آئے ۔ دو دانت امکے
طول میں ایک گز مے کچھ کم و زیادہ غار دھن میں
لگے ھوے ایک بھسونڈے کے اُدھر اور ایک اِدھر ۔ مفید
اس قدر کہ شمع کافوری کو بے نور کردیں ۔ اور منفعت
اِس مرتبہ کہ پہاڑ کو چکنا چور کردیں ۔ طرفہ یہ ھی کہ
تمام اعضا اس کے موافق ڈیل کے ھیں ۔ لیکن آنکھیں
چھوٹی ۔ وجہ امکی خالق کو بہتر معلوم ھی مخلوق
گیا جانے ۔ پر اتنا خیال میں آتا ھی کہ صانع لے امکی
آنکھوں کو شاید اسواسطے بڑا نکیا کہ خود بین ھوجاتا ۔
بلکہ خاکساری کی خصلت عطاکی ۔ چنانچہ یہاں پر کھڑا اکثر
تھاکتہ سر میں ھسونڈ مے ڈال کر ناھی پر جس وقت ھتھیائی

ہر آوے شہر خشمناک کی کیا تاب کہ امکے منھ چڑھسکے ۔
ایک چھنگاڑ میں زہرہ آب ہوجائے حملے کی لوبب نہ
پہنچے ۔ چنانچہ آزمودہ کار ایک فیل جنگی کو برابر
ہزار سوار جرار کے جانتے ہیں ۔ واقعی کہ بہادر یہی
ایسا ہی ہوتا ہے کہ توپ بندوق کو پھلجھڑی سے زیادہ
نہیں سمجھتا ٭

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## MARATHI.

Translate into English:—

1. नारायणरावाचा हा कांचनवर्णी पोषाख, गळ्यांतील
टपोर मोत्यांची कंठी, तीं तील पाचूचे खडे व हिऱ्यांचें पदक,
हत्यारांच्या मुठी व म्यानें, पट्टदाळें, घोड्याचें जीन ह्यांवरील
जडावाचें काम, भाल्याचें चकचकीत पान, व घोडयाची ति-
ळतिळींत व श्वेतवर्णी लव ह्यांवर सूर्याचे किरण चमकताहेत
अशा वेळीं जेव्हां तो रणाच्या किंवा कसरतीच्या लगबगींत
आपला घोडा वायुवेगानें फेंकी, तेव्हां तो केवळ विद्युल्लतेचा
देदीप्यमान लोळच तळपतो आहे असा दिसून पाहणारांचें
डोळे अगदीं दिपून जात. सुमारें तीन साडेतीन धटका दि-
वस येई तोपर्यंत आपल्या लष्करी लोकांकडून खुप चलाखीची
व श्रमांचीं कसरत करवून नारायणराव परत आपल्या मंदिरांत
आला. व पोषाख उतरणार तो एक्या मोठ्या आरशांत ह्॰
खाचें एप नखशिखांत सहज त्याच्या दृष्टीस पडलें. २. चरि-

ग्रांतील विचारसरणीही फार योग्य आहे.त्यावरून कृत्यांची मा-
र्मिकता, विवेचनपद्धति, वादविवादकरण्याची शैली, सत्यान्वेषण-
कौशल्य, सूक्ष्मविचार, आकलनशक्ति, व्यापकज्ञान, इत्यादिकांचें
फार अनुकूल अनुमान करतां येतें. एकंदरींत साध्या व शुद्ध
भाषेस पूर्ण शाजेल असाच ग्रंथांतर्गत विचारांचा भारदस्तपणा,
सूक्ष्मता, समर्पकता इत्यादि प्रकार आहेत. या शिवाय त्यांत
आणखी एक खुबी अशी आहे कीं थोडया पण समर्पक श-
ब्दांत पुष्कळ व्यापक व खोल अर्थ निर्दिष्ट करण्याची हातोटी
ग्रंथकारास उत्तम साधली आहे. त्यांत विचारांची पुनरुक्ति
झालेली मला तर फारकरून कोठेंच आढळली नाहीं. या ल-
हानशा ऐशी पुरुषांच्या चरितांत जितकें विचारसौष्ठव, अर्थगां-
भीर्य, व्यापकपर्यालोचनशक्ति आणि परिस्थितीचें यथारूप द-
र्शन दिसेल, तितकें इतर थोड्यांच सर्वगीय विस्तृत ग्रंथांत
दिसून येईल.

## TAMIL.

Translate into English:—

விவசாயம்! சகல தொழில்களினும் மிக மேன்மையுடை
யது; உலகம் நாகரிகமடைவதற்கு முக்கியகாரணம்; கைத்
தொழில்களுக்கும் வர்த்தகத்துக்கும் ஆதாரம். இத்தொழில்
மனிதன் கவனிக்கத்தக்க யாவற்றிலும் அதி முக்கியமானது,
மிகப்புராதனமானது; தேகாரோக்கியத்திற்கும் வன்மைக்கும்
ஐசுவரியத்திற்கும் மனவமைதிக்கும் நீதிக்கும், சுருக்கமாகச்
சொல்லுமிடத்துச், சகல சற்குணங்களுக்கும் மிகவும் அனு
குணமானது. இத்தொழில் உயர்நிலையையிலுள்ள ஒருவனது

கௌரவத்துக்கொவ்வாத இழிதொழிலெனப் பெரும்பாலும்
கருதப்பட்டிவெருகின்றது. விவசாயத்தொழிலே அபிவிர்த்தி
செய்து வருமளவும் உரோமாபுரி செழித்தோங்கி வருவதா
யிற்று ; ஆனல், இத்தொழிலே அலக்ஷியஞ்செய்து வேறு வகை
யினல் ஜீவிக்கத் தலைப்பட்டவுடனே அது சேர்ந்து போகத்
தொடங்கியது. விவசாய ஞானமும், விவசாய முயற்சியும்
விவசாயச் செல்வமுமின்றி எத்தேசமும் நீடித்தோங்கமாட்
டாது. இவற்றை அலக்ஷியம் பண்ணும்போது அத்தேசத்தார்
மேலுக்கு மாத்திரம் டம்பமாய்த் தோன்றி உண்மையில் வறுமை
யும் நாசமுமடைகின்றனர். இவற்றைமாத்திரம் அவர்கள் அபி
விர்த்திசெய்தால் அவர்களுடைய வர்த்தகம் அழிந்தாலும், கைத்
தொழில் நாசமானலும், அந்நியதேசத்துப் டகைஞர் பீடித்தா
லும் அவர்களுடைய ஜனசங்கியையும் சுயேச்சையும் குறைவு
படா ; அத்தேசத்தின் தௌர்ப்பாக்கிய நிலைமை குறைதலும்,
அதன் கைத்தொழிலும் வர்த்தகமும் தீலை யெடிக்கும்.
கிருஷிகன் ஏனைய வகுப்பாரைவிடத் தான் குறைந்தவ
னென்றறியாமையினற் கருதியபோதினும், மானிடவின்பத்
துக்குரிய அம்சங்களுக்குள் அவனடைந்தனுபவிக்கு மளவு ஜன
சமூகத்தில் வேறெந்தத் தொழிலிலுலும் கிடைக்கமாட்டாது.
சாஸ்திராபிவிர்த்தியினல் நூதன உண்மைகள் உலகத்தாரறிய
வும், மூட பக்தி யோடிப்போசவும், (பஞ்ச) பூதங்களுர்க்கடிமை
யாயிருந்த கிருஷிகனுக்கு இப்போது அவை அடிமையாயிருக்க
வும் காண்க்களிப்புண்டாகின்றது. கிருஷிகன் விவசாயத்தொ
ழில் தவிர வேறெந்தத்தொழிலேயும் ஆதாரமாகக் கொள்ளாம
லிருக்க, அவனது தொழிலுக்கோ ஏனைய எல்லாத்தொழில்க
ளும் கீழ்ப்பட்டிருப்பதையும், சுகத்துக்குரிய சகல அம்சங்களே
யும் நம்மைச் சூழவமைத்து நமக்கும் ஏனேயோர்க்கும் பயன்
படுமாறு அவற்றை உபயோகப்படுத்திக்கொள்ள நமக்கு வல்
லமை நல்கும் காருணியசிருஷ்டிகர்த்த ரொருவரையே அவன்
எதிர்பார்க்க வேண்டியவனுயிருப்பதையும் இன்னு மொருதலீல
முறையில் உலகறியும்.

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## TELUGU.

Translate into English :—

దురలబునఁ గౌరవులను డత్సహ్యయలలో పం, గుల్పి దనచే
నైవ గుషబంధుమ్బ్రహనననంబునఁు దల్ల దిల్ల రాజుధారంబు వహింప

నొల్లక ధర్త రా జనజులం గని యిట్లనియె—"రాజ్యలోభంబు మద్చి తంబునఁ గలిమింజేసి కిల్బిషం బత్యంతంబు సాచరించితిని. వెహిక సంఛలను వర్జించువాడు జన్మమరణదుఃఖంబులం బోరయం డని శ్రుతులు సెప్పెదు. కావున రాజ్యము నాకు వలదు. మీయు భూమిపాలనపరత్వంబున వర్ణాశ్రమధర్మరక్షణంబు నేయుందు. నేను గానంబునకం జని మునిజననకాశంబున సుఖినై యుం డెద." అనుడు నన్నంజూచి యగ్గుంనం డిట్లనియె—"శ్రుతివిహిత కర్మంబుల ననుష్ఠింపఁదగినవాడ వైననీకు యతిజనకృత్యముఁ జేయ వశకూ ? కర్మహీనత్వము మోక్షకరంబు గాదు. ఫలములు బ్రహ్మార్పణము లొనరించి కార్యకర్మము నడపం దత్త్వజ్ఞా నము సమ కౌనూ." నావుడు మనంబునఁ గలంక దేఱిమీ బుడమింజూచు ధర్మరాజం గన్గొని ద్రోపది వినయం భాసనంబున నతిశయిల్ల నిట్లని పల్కె—"నరేంద్రునకు శేషమన సగుట పొలునే ? నృపుడు నరరూపమునఁ బరఁగెడుపరదేవత గాఁడె ? విధి నృపునందు దండ నీతిఁ బ్రతిష్ఠించెఁ గావున నపరాధగతి నెత్తిఁగి దండించు నృపతి శుభయలోకంబుల గీర్తి గలుగు. గర్వంబునఁ గమ్మలు గాసక యాసభం బలపోకలం బోయినదుర్యోధనప్రముఖుల దండించి తివి. ఇట్టిపఁదన కల్మషం బన నగునె ? ఆఖండలసన్నిధం దగు ధాత్రివిభుం దేని దండార్హు ల దండింపనియెడ బ్రచండకిల్బిషముఁ బొందు నందుకు. కౌరవులు తమదురితముల దారఁ జెడిరి. దాన నీ కేమికల్మషంబు పొసఁగె ? ఇఁకఁ గొంచలంబు బోనాడి రాజ్య భారము వహింపుము. అఖిలహితముగ బహుయజ్ఞారంభణ మాచ రింపుము."

## KANARESE.

Translate into English :—

సంపత్తినల్లి కాణువ మంహత్తు అపేక్షితశక్యద్దాగిదే, విపత్తి నల్లి కాణువుదు శ్లాఘనతశక్యద్దాగిదెందు ఒబ్బ తత్వజ్ఞను ఉద్ధాత్త వాగి హేళిదానె. పూర్వదల్లి మహానుభావరు ప్రకృతి నియఱువు

ಗಳನ್ನು ನಿಲ್ಲಿಸಿ ತಮ್ಮ ಸಾಮರ್ಥ್ಯದಿಂದ ಅದ್ಭುತಕಾರ್ಯಗಳನ್ನೆ ಸಗಿದ್ದು
ಸಾಧಾರಣವಾಗಿ ಆಪತ್ಕಾಲದಲ್ಲಿಯೇ ಆಗಿತ್ತು. ಮರ್ತ್ಯರ ದುರ್ಬಲ
ತೆಯೂ ದೇವತೆಗಳ ನಿರ್ಭಯತೆಯೂ ಸಂಮಿಳಿತವಾಗಿರುವುದು ನಿಜ
ವಾದ ಮಹತ್ತ್ವವೆಂದು ಇನ್ನೊಂದು ಉದಾತ್ತ ವಚನವಿದೆ. ಇಂತಹ ಮಾತು
ಗಳು ಮುಖ್ಯವಾಗಿ ಕಾವ್ಯದಲ್ಲಿ ಶೋಭಿಸುತ್ತವೆ. ಏಕೆಂದರೆ ಕವಿಗಳ
ಕಲ್ಪನೆಯು ಅನೇಕಾವೃತ್ತಿ ನರಲೋಕದ ನೀಚಿತನವನ್ನು ಬಿಟ್ಟು ಸುರ
ಲೋಕಕ್ಕೆ ಹಾರುವದಂಟು. ಹರಿಕಾಲನೆಂಬ ವೀರನು ವಂಹಾಸಾಗರದ
ಉದ್ದಕ್ಕೆಲ್ಲ ಬಂದು ಪುಣ್ಣಿ ನಗಡಿಗೆಯಲ್ಲಿ ಕುಳಿತುಕೊಂಡು ಪ್ರಯಾಣ
ಮಾಡಿ, ದೇವತೆಗಳು ಬಂಧನದಲ್ಲಿಟ್ಟಿದ್ದ ಪ್ರಮಥನೆಂಬ ಪುತ್ರ್ಯನನ್ನು
ಬಿಡಿಸಿಕೊಂಡು ತಂದನೆಂದು ಯವನರ ಪುರಾಣದಲ್ಲಿ ಒಂದು ವಿಚಿತ್ರವಾದ
ಕಥೆಯುಂಟು. ಶರೀರವೆಂಬ ಭಂಗುರವಾದ ಹರಿಗೋಲ್ನಲ್ಲಿ ಕುಳಿತು
ಕೊಂಡು ಪ್ರಸಂಜವೆಂಬ ತರಂಗರಾಶಿಯಲ್ಲಿ ಪ್ರಯಾಣಮಾಡುವ ಭಕ್ತರ
ದೃಢಸಂಕಲ್ಪವನ್ನು ಕವಿಯು ಇನ್ನಿ ಸ್ಫುಟವಾಗಿ ವರ್ಣಿಸಿದಾನೆ. ಸಾಮ
ನ್ಯಮಾರ್ಗವನ್ನು ಹಿಡಿದು ಮಾತಾಡುವುದಾದರೆ :—ಸಂಪತ್ತಿಗೆ ಬಪ್ಪುವ
ಸದ್ಗುಣವು ಮಿತಭೋಗಗಳವು, ವಿಪತ್ತಿಗೆ ಬಪ್ಪುವುದು ಧೈಸ್ತ್ಯವು. ಇವ್ಗಳ
ಳಲ್ಲಿ ಎವಡನೆಯ ಗುಣವು ವಂಸುಷ್ಯಜನ್ಮಕ್ಕೆ ದೊಡ್ಡ ಭೂಷಣವೆಂದು
ನೀತಿವಿದರು ಹೇಳುವರು. ಕವಿಗಳು ಶಿಬಿ ಹರಿಶ್ಚಂದ್ರಾದಿ ಚಕ್ರವರ್ತಿಗಳ
ಐಶ್ವರ್ಯ ಸೌಭಾಗ್ಯಗಳನ್ನುಮಾತ್ರ ವರ್ಣಿಸಿಲ್ಲ, ಅವರಿಗೆ ಎಂತಹ ಕಷ್ಟ
ಗಳು ಬಂದೊದಗಿದುವೆಂತಲೂ ಅವರು ಸರ್ವಸಂದರ್ಭಗಳಲ್ಲಿಯೂ ಏಕ
ರೀತಿಯಾಗಿ ತಮ್ಮ ಸತ್ಯವನ್ನು ಹೇಗೆ ಕಾಪಾಡಿಕೊಂಡೆಂತಲೂ ವರ್ಣಿಸಿದೆ
ಭಯವೂ ಅಸಂತುಷ್ಟಿಯೂ ಇಲ್ಲದ ಸಂಪತ್ತಿಲ್ಲ, ಸಮಾಧಾನವೂ ಶ್ರೇ
ರಿಕೆಗಳೂ ಇಲ್ಲದ ವಿಪತ್ತಿಲ್ಲ. ಹೊಲ್ಗೆಯಲ್ಲಿಯೂ ಕಸಕಡೆಯಲ್ಲಿಯೂ
ಶುಭ್ರವಾದ ವೈಯವಮೇಲೆ ಕಪ್ಪುವರ್ಣದಲ್ಲಿ ಬಿಡಿಸಿದ ಕೆಲಸವು ಸುಂದರ
ವಾಗಿ ಕಾಣಿಸದು, ಕಪ್ಪು ವೈಯವಮೇಲೆ ಶುಭ್ರವರ್ಣದ ಕೆಲಸವು ಕಣ್ಣಿಗೆ
ಆನಂದಕರವಾಗಿರುವುದು. ಹೃದಯದ ಸುಖವು ಕಣ್ಣಿನಸುಖದಂತೆಯೇ.
ಸುಗಂಧದ್ರವ್ಯಗಳು ಸುದಿತ್ತಲೂ ಜಜ್ಜಿತ್ತಲೂ ಪರಿಮಳವನ್ನು ಕಚ್ಚಾಗಿ
ಕೊಡುವಂತೆ ಸದ್ಗುಣಗಳು ವಿಪತ್ತಿನಲ್ಲಿ ವಿಶೇಷವಾಗಿ ಕಾಣಿಸಿಕೊಳ್ಳು
ತ್ತವೆ. ಸತ್ಪುರುಷಿ ತಮ್ಮ ಹಿಂಸಕರನ್ನು ಹರಸುವರು. ವಂಸುಷ್ಯಸು

ವೈರಸಾಧನದಿಂದ ಶತ್ರುವಿಗೆ ಸಮಾನನಾಗುವನು, ಕ್ಷೇಮಾಪಣದಿಂದ ಆಪ
ನಿಂದಲೂ ಶ್ರೇಷ್ಠನಾಗುವನು. ಸುಖಕಾಮಿಗಳಾ ಸಂಪತ್ತನ್ನೂ ಶತ್ರು
ಸಾಧನವನ್ನೂ ಬೇಡಿಕೊಳ್ಳುವರು, ಭಕ್ತರು ಲೋಕಹಿತಾರ್ಥವಾಗಿ ತಮ್ಮ
ಪ್ರಾಣವನ್ನೇ ಆರ್ಪಸುವರು.

## MALAYALAM.

Translate into English :—

ഒഃഖം എന്നതു ലോകത്തിൽ സവ്വത്ര വ്യാപിച്ചിരിക്കുന്നതിനാൽ
അവനവന്റെ കഷ്ടതകളെ അനുഭവിച്ചുകൊണ്ടിരിക്കേ ഇപരന്മാ
ക്കുള്ള ഭാഗ്യാഭാഗ്യങ്ങളെ തുലനം ചെയ്തു നിണ്ണയപ്പെടുത്തുവാൻ ആ
ക്കും തന്നേ യാതൊരു സാവകാശവും ഉണ്ടാകുന്നില്ല. വിജ്ഞാനം
സൌഖ്യ സമ്പാദനത്തിനുള്ള മാഗ്ഗങ്ങളിൽ ഒന്നാണെന്നതു നിഷ്ടി
വാദം തന്നേ; അറിവു വദ്ധിപ്പിക്കണമെന്ന സ്വാഭാവികമായി അവ
രവരുടെ മനസ്സിലുള്ള ആകാംക്ഷ തന്നേ ഇതിന്റെ ഉജ്ജംഭമാകുന്നു. അ
ജ്ഞാനമെന്നതു ഇുഖശ്രുന്യതയാകയാൽ അതിൽനിന്നു യാതൊന്നും
ഉൽപത്തിയാകുന്നതല്ല. ആത്മാവു സൂബ്ധമായി, നിശ്ചേഷ്ടമായി,
നിരുദ്ധമായി ഇരിക്കുന്ന ഒരു നികൃഷ്ടസ്ഥയാകുന്നു ഇതു. വല്ല
ജ്ഞാനവും നമുക്കു സിദ്ധിക്കുമ്പോൾ നാം ആഹ്ലാദിക്കും നാം പറി
ച്ചതു മറന്നുപോകുമ്പോൾ നാം വ്യസനിക്കുകയും ചെയ്യുന്നു. അതു
കൊണ്ടു, പ്രതികൂലകാരണങ്ങളില്ലാതിരിക്കുമ്പോൾ വിദ്യ നമ്മുടെ സ
ഖത്തെ വദ്ധിപ്പിക്കുയും ഹൃദയത്തെ ഉല്ലസിപ്പിക്കുയും ചെയ്യുന്നു എന്നു
ഞാൻ രീച്ചപ്പെടുത്തുന്നു. സുഖാനുഭാഗങ്ങളെ അവയെ വദ്ധിപ്പി
പ്പിനുള്ള മാഗ്ഗങ്ങളും സംബന്ധിച്ചടത്തോളം നമുക്കിതിനെക്കാൾ
യുറോപ്യന്മാരാക്കാകുന്ന അധികം സൌകയ്യങ്ങൾ ഉള്ളതു. നമുക്കു അ
സാദ്ധ്യമായ രോഗങ്ങളും ക്ഷതങ്ങളും അവക്ക ചികിത്സിച്ച ഭേദമാക്കു
വാൻ കഴിയും. ഇതു സംബന്ധമായുള്ള ബുദ്ധിഭേദങ്ങൾ നാം അനുഭ
വിക്കുന്നു. അവക്ക അതിന്നു നിവ്വത്തി മാഗ്ഗങ്ങളുണ്ട. നാം ഭേദ
ഭേദമാക്കിച്ചെയ്തു സാധിപ്പിക്കേണ്ടതായ അനേക അധ്വാന പ്രവൃ
ത്തികൾ ക്ഷണം ചെയ്തു തീപ്പാൻ അവക്ക യന്ത്രങ്ങളുണ്ട. ഇരുഭാഷ
അക്ക തമ്മിൽ സംസ്കൃതമാഗ്ഗങ്ങൾ സുലഭങ്ങളാകയാൽ സ്ത്രീശൂദ്രജന ഥിര

ଜଂ ଅଧିକେ ଇଲ୍ଲେନ୍ନ ତନ୍ନେ ପରଯଂ। ଅଲ୍ୟତ୍ତେ ରାଜ୍ୟଭରଣ
ତନ୍ତ୍ରଂ ପ୍ରଜକଳ୍କଲ୍ଲିଲ୍ ଅସୌଖ୍ୟକଣ୍ଠଙ୍ଗଲେଲ୍ଲାଂ ପରିହରିକ୍କେନ୍ନତାକନ୍ନ।
ଅଧିକଂ ପାପ୍ଲତଙ୍ଗଲାଲ୍ ଭେଦିଚ୍ଚିଲ୍ଲ ପାଥକଲ୍ଲଂ ନଲିକଲେ ବଂଧିକ୍କେନ୍ନ
ସେତୁକଲ୍ଲଂ ଉଣ୍ଡ୍।    ଅଲ୍ୟତ୍ତେ ଵାଂସ୍ପତ୍ୟଲଙ୍ଗଲ୍ଲଂ ନମ୍ମୁଡେଵୟକ୍କାଳ୍
ଅଧିକଂ ସ୍ୱଚ୍ଛ୍ପ୍ରତଙ୍ଗଲ୍ଲ୍ଲକନ୍ନ।    ଅଲ୍ୟତ୍ତେ ସାଂଲ୍ଥ୍ତୁକଲ୍ଲଂ ସୁରକ୍ଷିତ
ମ୍ୟୟି ତନ୍ନେ ଇରିକ୍କେନ୍ନ।

## URIYA.

Translate into English :—

ନେପୋଲିଅନ ଅପ୍ର ଆପଣାର ପତନର କାରଣ ଅଟନ୍ତି।
ରୁସିୟା ସଦ୍ଧତ ସଂଶ୍ରାମରେ ପ୍ରବୃଭ ହୋଇ ନ ଥିଲେ, ତାହାର
ଅବା ଫ୍ରାନ୍ସଦେଶର କଟ୍ଟମାତ୍ର ଅମଙ୍ଗଲ ଘଟି ନ ଥାନ୍ତା।    ଏଷ
ଉଭ୍ରାରେ ଇଉଗ୍ରୋପ ମହାଦେଶର ସ୍ରଜନ୍ୟବର୍ଗ ନେପୋଲିଅନଙ୍କ
ସୱଜ୍ଲାଶ ନମିଭ ସଟେଣ୍ଣ ହେଲେ।    ପ୍ରୁସିୟା ଏକ ରୁସିୟା ଏକ-
ଥ୍ର ହୋଇ ଫ୍ରାନ୍ସ ବରୁଭରେ ସମରଚ୍ୱୋଷଣା କଲେ, ନେଵୋ-
ଲିଅନ ତୁଲ୍ଲେଷ ସେନାସଂଲ୍ନ କର ବ୍ୟଷ କଲକୁ ଲଠ୍ଜେନ
ନାମକ ସ୍ଥାନରେ ଚେଣ୍ଟିଲେ।    ଘୋର ଯୁଦ୍ଧ ହେଲ।    ଉଭ୍ୟ
ପଷରୁ ସହସ୍ର୍ ଲୋକ ବିନଷ୍ଟ ହେଲେ।    ଇହ ମଝରେ ନେ-
ପୋଲିଅନଙ୍କ ଏଣ୍ଣର ଅଷ୍ଟ୍ରୀୟାର ସମ୍ରାଟ୍ ମଧ୍ୟଲ୍ଥ ହୋଇ ଉଭ୍ୟ
ପଷଙ୍କ ସମୀପରେ ସନ୍ଧିପ୍ରସ୍ତାବ କଲେ ; କନ୍ତୁ ନେପୋଲିଅନ ନିଜ
କର୍ବୁବିଭାର ବଶବର୍ତ୍ତୀ ହୋଇ ସନ୍ଧି ପ୍ରସ୍ତାବକୁ ଅଗ୍ରାହ୍ୟ କଲେ।
ଏଷ ଉଭ୍ରାରେ ଅଉ ଗୋଟିଏ ସଂଶ୍ରାମ ହୋଇଥିଲ୍ଲ।    ସେଥରେ
ନେପୋଲିଅନ ଜୟଲଭ କରିଥିଲେ।

ପୁଵଁକଥତ ଯୁଦ୍ଧ ଉଭ୍ରାରେ ଅଷ୍ଟ୍ରୀୟାର ସମ୍ରାଟ୍ ସନ୍ଧି ପ୍ରସ୍ତାବ
କର ପୁନ୍ଵାର ମୁଖ୍ୟଲ୍ଥ କଲେ, କନ୍ଲୁ ଅଷ୍ଟ୍ରୀୟାର ସ୍ରଜକୁଢ ନେ-

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ପୋଇଅନକୁ ତାଙ୍କ କର୍ତ୍ତୃକ ବଶକୃତ ହୋଇଥିବା ପ୍ରଦେଶମାନ
ପ୍ରତ୍ୟର୍ପଣ କରିବାଯ଼ିଲ ଅନୁରୋଧ କରିବାରୁ ନେପୋଇଅନ ସ୍ୱୀ-
ସନ୍ଧିକାରେ ଅଷ୍ଟ୍ରିଯ଼ାର ପ୍ରସ୍ତାବକୁ ପରିଭ୍ୟାଗ କଲେ । ଅଷ୍ଟ୍ରିଯ଼ା
ଅପଶୋକୁ ଅପମାନଡ ଜ୍ଞାନ କରି ଏକ ପୂର୍ବଦୁର୍ଘଟଣା ସ୍ମରଣ କରି
ପ୍ରୁସିଯ଼ା ଏବ ରୁସିଯ଼ା ସହିତ ମିଳିତ ହେଲେ । ୧୮୧୩ ଅବ୍ଦର
ଅଗଷ୍ଟମାସ ତା ୧୬ ରିଖ ଦିନ ସମ୍ମିଳିତ ସମ୍ରାଟମାନଙ୍କ ସୈନ୍ୟ ନେ-
ପୋଇଅନଙ୍କ ସୈନ୍ୟକୁ ଡ୍ରେସ୍ଡେନ୍ ନଗର ସମୀପରେ ଘେରିଲେ ।
ଏହ ସଂଗ୍ରାମରେ ନେପୋଲ୍ୟଅନ ଜଯ଼ ଲଭ କରିଥିଲେ ; ମାତ୍ର
ତଦ୍ୱାର଼ ଶତ୍ରୁମାନଙ୍କର ବିଶେଷ କ୍ଷତି ହୋଇ ନଥିଲ ; ତେଣୁ ସେ-
ମାନେ ନବୀନ ଉତ୍ସାହସହ ନେପୋଲ୍ୟଅନକୁ ସର୍ବତୋଭାବେ ପର୍ଯ୍ୟୁପ୍ତ
କରିବାଯିଁଲ ନିଜ ବଳ ପଯ଼୍ୟବର୍ଦ୍ଧନ କରିବାକୁ ଲଗିଲେ । ନେ-
ପୋଇଅନଙ୍କ ସୈନ୍ୟସଂଖ୍ୟା ଦିନକୁଦିନ ଊଣା ହୋଇ ଅସୁଥିଲ ।
ଅକ୍ଟୋବର ମାସ ତା ୧୬ ରିଖ ଦିନ ଉଭଯ଼ପକ୍ଷ ମଧ୍ୟରେ ଘୋରଯୁଦ୍ଧ
ହେଲ ଉଦ୍ୱାରେ ନେପୋଇ ଅନ ପରାସ୍ତ ହେଲେ । ସନ୍ଧ୍ୟାର଼ ନିଜ
ସମ୍ମାନ ଏବ ଗୌରବ ରକ୍ଷା କରିବାର ଆଶା ନ ଥିବାରୁ ନେପୋ-
ଇଅନ ପ୍ରାନ୍ସ ପ୍ରତ୍ୟାଗମନ କଲେ । ସ୍ରହିଲ୍ ନଦୀ ପାର ହେବା
ସମଯ଼ରେ ସେ ଦେଖିଲେ ଯେ ତିନଲକ୍ଷ ପଞ୍ଚାଶ ସହସ୍ର ସୈନିକ
ମଧ୍ୟରୁ କେବଳ ସତୁର ହଜାର ମାତ୍ର ଅବଶିଷ୍ଟ ଅଛନ୍ତି । ତାଙ୍କର
ପ୍ରତ୍ୟାବର୍ତ୍ତନ ଦେଖି ସନ୍ଧିବନ୍ଧମିତ୍ର ରାଜକୁନ୍ଦ ତାଙ୍କୁ ବନ୍ଦୀ କରିନେବା
ଅଭିପ୍ରାଯ଼ରେ ସସୈନ୍ୟ ତାଙ୍କର ଅନୁଧାବନ କଲେ ; କିନ୍ତୁ ନେ-
ପୋଇଅନ କୌଶଳ ସହକାରେ ଏବ ଦୃଢବେଗରେ ଯାସ୍ଯ଼ ନଗରୀ-
ରେ ପ୍ରବିଷ୍ଟ ହେଲେ । ଏହ ସମଯ଼ରେ ଶତ୍ରୁଗଣ ଚତୁର୍ଦ୍ଦିଗରୁ
ପ୍ରାନ୍ସକୁ ଆକ୍ରମଣ କରିବାକୁ ଲଗିଲେ । ନେପୋଲ୍ୟଅନ ଏପର୍ଯ଼
ସଂକଟ କାଳରେ ସୁଦ୍ଧା ଭୀତ ଅଥବା କାତର ହୋଇ ନ ଥିଲେ ।

ନିଜ ଗଣୀ ଏବଂ କୁମାରିକ ରକ୍ଷାଭାର ପାଟ୍ନଗରବାସିଙ୍କ ହସ୍ତରେ
ସମର୍ପଣ କରି ନେପୋଲିୟନ ପୁନର୍ବାର ଶତ୍ରୁଟ୍ଟବ୍ଧରେ ଯାତ୍ରା
କଲେ ।    ଏହି ସଂଗ୍ରାମରେ ସେ ଯେପରି ଅଭୁଦ୍ଧ କୌଶଳ,
ସୁ ହୃଦ୍ର ସଂକଳ୍ପ, ଅକ୍ଷୟ କାର୍ଯ୍ୟ ଏବଂ ଅଳେଖ୍ୟ ସାହସ ପ୍ରଦର୍ଶନ କରି
ଥିଲେ, ତାହାକୁ ଅଦ୍ମାନୁଷ କହିଲେ ସୁଦ୍ଧା ଅତ୍ୟୁକ୍ତି ହେବନାହିଁ ।
ପୃଥିବୀର ଇତିହାସରେ ଏପରି ଶୌର୍ଯ୍ୟର ଉଦାହରଣ ଅତ୍ୟନ୍ତ
ବିରଳ ।    କିନ୍ତୁ ଏବେ ନେପୋଲିୟନଙ୍କ ଭାଗ୍ୟ ରବି ଅସ୍ତମିତ
ହୋଇଥିଲ ।    ସେ ଯେତେ ଯତ୍ନ କଲେ ହେଁ ନିଜ ପତନ ନିବାରଣ
କରି ପାରି ନ ଥିଲେ ।    ୧୮୧୪ ଅବ୍ଦର ଏପ୍ରିଲ୍ ମାସରେ ଶତ୍ରୁ
ବୃନ୍ଦ ପାଟ୍ନଗଣୀ ଅଧିକାର କରି ତାଙ୍କୁ ବନ୍ଦୀ କଲେ ।

## FRENCH.

Translate into English :—

*Une lettre de Mme de Sévigné à Mme de Grignan.* Eh! mon
Dieu, ma fille, que dites-vous? Quel plaisir pre-nezvous à dire du
mal de votre personne, de votre esprit ; à rabaisser votre bonne con-
duite ; à trouver qu'il faut avoir bien de la bonté pour songer à
vous? Quoique assurément vous ne pensiez point tout cela, j'en
suis blessée, vous me fâchez, et quoique je ne dusse peut-être pas
répondre à des choses que vous dites en badinant, je ne puis m'em-
pêcher de vous en gronder, préférablement à tout ce que j'ai à vous
mander. Vous êtes bonne encore quand vous dites que vous avez
peur des beaux esprits. Hélas! ma chère, si vous saviez qu'ils sont
petits de près, et combien ils sont quelquefois épris de leurs person-
nes, vous les remettriez bientôt à leur place. Vous souvient-il
combien vous en étiez quelquefois lasse? Prenez garde que
l'éloignement ne vous grossisse les objets ; c'est un effet assez
ordinaire.

Nous soupons tous les soirs avec Madame Scarron. Elle a l'esprit
aimable et merveilleusement droit ; c'est un plaisir que de l'entendre
raisonner sur les horribles agitations d'un certain pays qu'elle con-
naît bien. Ces discours nous mènent quelquefois bien loin, de
moralité en moralité, tantôt chrétienne, et tantôt politique. Nous
parlons très-souvent de vous : elle aime votre esprit et vos mani-
ères ; et quand vous vous retrouverez ici, vous n'aurez point à
craindre de n'être pas à la mode.

Le roi a fait appeler le maréchal de Bellefonds dans son cabinet

. ét lui a dit : " Monsieur le maréchal, je veux savoir pourquoi vous
me voulez quitter : est-ce dévotion ? est-ce envie de vous retirer ?
est-ce l'accablement de vos dettes ? " " Sire," répond le maréchal,
" ce sont mes dettes. Je suis abimé : je ne puis voir souffrir quelques
uns de mes amis qui m'ont assisté, et que je ne puis satisfaire."
·" Eh bien," dit le roi, " il faut assurer leur dette : je vous donne
cent mille francs de votre maison de Versailles, et un brevet de
retenue de quatre cent mille francs, qui servira d'assurance, si vous
veniez à mourir ; vous payerez les arrérages avec les cent mille
francs ; cela étant, vous demeurerez à mon service."

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### SECOND LANGUAGE DIVISION.

WEDNESDAY, 10TH DECEMBER, 10 A.M. TO 1 P.M.

### SANSKRIT : TEXT-BOOKS AND GRAMMAR.

I. 1. Discuss briefly the dates of Bāṇa and Bhattanārāyaṇa.
2. Into how many classes is prose composition divided ? To which
of these does the Harshacharita belong ? Give reasons in support of
your answer. 3. Explain the appropriateness of the title Veṇī-
samhāra with special reference to the incidents in the play.
4. What do you gather from the Harshacharita and the Veṇī-
samhāra regarding the religious propensities of their respective
authors ?

II. 1. What event in the life of Yudhishthira constitutes the
greatest blot on his character as pourtrayed in the Veṇīsamhāra ?

2. Why were the following persons so called ? कृष्णद्वैपायन:, ज-

रासन्ध:, किरीटी, अश्वत्थामा. 3. How does Duryodhana justify
the action of the warriors of his army in having combined together
and killed Abhimanyu who was fighting single-handed ? Quote the
verse. 4. What was the only chance of success left to Duryodhana
on the death of Droṇa, and how did he himself let slip that chance ?

III. 1. Quote the verse from the Harshacharita characterising
the style of writing adopted by the poets of different parts of India.
2. Trace Bāṇa's descent from Kubera (one of his ancestors). 3. Write
what you know of the following persons :— मेखलक:, मालती,

कृष्ण:, शर्यातः.

IV. Explain clearly the following passages, giving the context
where necessary :—

1. नोद्वैसत्यपि चक्षुषी क्षितमलं श्रुत्वापि नाकर्णितं

शक्तेनाप्यधिकार इत्यधिकृता यष्टिरसम्माद्यति ।

सर्वत्र स्खलितेषु दत्तमनसा यातं मया नोद्धतं
सेवास्वीकृतजीवितस्य जरसा किं नाम यन्मे कृतम् ॥

2. देशस्सोऽयमरातिशोणितजलैर्यस्मिन् ह्रदाः पूरिताः
   क्ष्वेलादेव तथाविधः परिभवस्तातस्य केशग्रहः ।
   तान्येवाहितशस्त्रघस्मरगुरूण्यस्त्राणि भास्वन्ति मे
   यद्द्रामेण कृतं तदेव कुरुते द्रोणायनिः क्रोधनः ॥

3. सर्वस्याप्रार्थितोऽपि प्रभवस्येवातिवेलं चक्षुष्यो जनः ।
   सा न काचिद्या न भवसि मे खसा सखी प्रणयिनी प्राणसमा
   च । अनवस्करमाश्रवं मे त्वयि हृदयम् । प्रीत्या प्रतिसरा वि-
   धेयासि ते । व्यावृणु वरवर्णिनि विवक्षितम् ॥ 4. शन्तनोर्महा-
   वाहिनीपतिम्, भीष्माजितकाशिनम्, द्रोणाच्चापलालसम्, गुरुप्-
   त्वादमोघमार्गणम्, कर्णान्मित्रप्रियम्, युधिष्ठिराद्बद्धहक्षमम्, भीमा-
   दनेकनागायुतबलम्, धनञ्जयान्महाभारतरणयोग्यम्, हर्षमद्राक्षीत् ॥

5. हे हेलाजितबोधिसत्त्व वचसां किं विस्तरैस्तोयधे
   नास्ति त्वत्सदृशः परः परहिताधाने गृहीतव्रतः ।
   तृष्यत्प्रान्थजनोपकारघटनावैमुल्यलब्धायशो-
   भारोद्वहने करोषि कृपया साहायकं यन्मरोः ॥

6. स्वयं च पल्लवाताम्रभास्वत्करविराजिनी ।
   प्रभातसन्ध्येव वाक्यापफललब्धे हितप्रदा ॥

V. 1. In what connection do the following passages occur?
(a) अथवा सूक्ष्मिदमभियुक्तैः प्रकृतिर्दुस्त्यजेति । (b) सत्यादप्य-

नृतं श्रेयो धिक् खर्गं नरकोऽस्तु मे । (c) किं वा अयं लोकवादो
वित्रयः न घटस्य कूपपाते रज्जुरपि तल प्रक्षेप्तव्येति । (d) वक्तुं
सुकरमिदमध्यवसितुं दुष्करम् । 2. Bring out clearly the idea
intended to be conveyed by the author in each of the· following
stanzas :—

(a) तरलयसि दृशं किमुत्सुकामकलुषमानसवासलालिते ।

अवतर कलहंसि वापिकां पुनरपि यारयसि पङ्कजालयम् ॥

(b) निर्वाणवैरदहनाः प्रशमादरीणां

नन्दन्तु पाण्डुतनयास्सह माधवेन ।

रक्तप्रसाधितभुवः क्षतविग्रहाश्च

खस्था भवन्तु कुरुराजसुतास्सभृत्याः ॥

(c) अतिगम्भीरे भूपे कूप इव जनस्य निरवतारस्य ।

दर्धति समीहितसिद्धिं गुणवन्तः पार्थिवा घटकाः ॥

Explain the simile.

VI. 1. Distinguish between प्रतिवस्तूपमा and दीपकम्, निद-
र्शना and दृष्टान्त:. 2. Define the following alankāras, and give one
example of each :— (a) अपह्नुतिः, and (b) प्रतीपम्. 3. Explain
the following passages :—

(a) जातिश्चतुर्भिर्जनीयाद्यैर्विरुद्धा स्याद्गुणद्वि भिः ।

क्रिया द्वाभ्यामपि द्रव्यं द्रव्येणैवेति ते दश ॥

(b) उत्प्रेक्षितमपि तात्त्विकेन रूपेण परिवर्जितत्वात्
निष्पाद्यप्रत्ययम्, तत्समर्थनाय यथार्थान्तरन्यासोपादानम्, तदा॰

ह्यमिव गगनतलेऽस्यन्तमसमीचीनमिति निर्विषयत्वमेतस्य, अनु-
चित्रार्थत्वैव दोषः ॥

VII. State, with reasons, the alankāras contained in the following :—

1. शाखारोधस्थगितवसुधामण्डले मण्डिताशो

   पीनस्कंधे सुसदृशमहामूल्यपर्यङ्कबन्धे ।

   दग्धे दैवात्सुमहति तरौ तस्य सूक्ष्माङ्कुरेऽस्मिन्

   आशाबन्धं क्वमपि कुरुते छाययार्थी जनोऽयम् ॥

2. अस्मिंश्च राजनि यतीनां योगपट्टकाः, वृत्तानां पादच्छे-
दाः, अष्टापदानां चतुरङ्गकल्पना, पन्नगानां द्विजगुरुद्वेषाः ॥

3. सिंहिकासुतसंत्रस्तः शशशीतांशुमाश्रितः ।

   जग्रसे साश्रयं तत्र तमन्यः सिंहिकासुतः ॥

4. गुणानामेव दौरात्म्याद्धुरि धुर्यो नियुज्यते ।

   असंजातकिणस्कन्धः सुखं स्वपिति गौर्गलिः ॥

VIII. 1. Give the vigraha of:— अष्टपुष्पिका, अमरोपम, सैनिक,
क्रोष्ण, पारिपार्श्विक, आप्रपठीन, प्रास्थानिक, उपवीणयत्,
चतुर्दशवर्षदेशीय, ललाटिका, कल्यायितम्. 2. Give the force of
the suffixes in— आमिक्षीय, यायज़ूकः, गोष्ठीनम्, राजकम्,
पुत्रकः, अश्वतरः, आचार्यकम्. 3. Write short grammatical notes
on:—(a) कृष्णा केशेषु दृष्टा तव सदसि, (b) अहं पुनर्युष्माकं
प्रेक्षमाणानामेव कुमारवृषसेनं स्मर्तव्यशेषं करोमि, (c) यावदत्रार्थं
देवीं महाराजस्य निवेदयामि, (d) गाण्डीवधन्वा, (e) असूर्यप-

श्याभिः कुमुदिनीभिरिव दिवसमसुप्यत सुन्दरीभिः, (f) स्तम्बेरमः, (g) हस्तवामः.

**IX.** 1. Explain the following forms, naming the root in each case:— दोधूयमान, सुषुप्सति, प्रत्याययितुम्, सन्धित्सु, घातित, आह. 2. Conjugate in full the aorist of वह्. 3. Give the third person singular, aorist, of the causal of भाष्, यज्, पा (to drink), and रच्. 4. Give the third person singular, present tense, deside-rative of शी, इ with अधि (to study), and नश्. 5. Give the Gerund in त्वा of क्रम्, अर्, and इष्.

**X.** 1. Define:— प्रस्तावना, प्रवेशकः, विष्कम्भकः, आका-शभाषितम्. 2. Render into Sanskrit:— (a) लाएसिणो सलीलाव-अवणहुदं, दोहिणं ताणं, किसणवरणेहिं, सुदिबहुकिदप्पणएहिं, सत्तुणो, सीसट्टाणादो.

(b) वाणिअअ हत्थिदन्ता कुतो अम्हाण वग्घकित्ती अ ।

जाव लुलिआलअमुही घरम्मि परिसक्कए सोण्हा ॥

**I.** Translate into English :—

1. कामं भुजङ्गता । लोकद्वयाविरोधिभिस्तु चापलैः शैशव-मशून्यमभूत् । अज्ञानपलापोऽस्मि । अनेनैव च गृहीतविप्रती-सारमिव मे हृदयम् । इदानीन्तु सुगत इव शान्तमनसि मनाषिव कर्त्तरि वर्णाश्रमव्यवस्थानां समवर्त्तिनीव च साक्षाद्दण्डभृति देवे

शासति सत्राम्बुराशिरशनामशेषद्वीपमालिनीं महीं क इवाविशङ्कुः
सर्वव्यसनबन्धीरविनयस्य मनसाप्यभिनयं कर्तुमिच्छिष्यति । आसतां
तावन्मानुष्यकोपिताः । वत्प्रभावाट्वल्योऽपि भीता इव मधु पि-
बन्ति । स्थानूनामानीऽपि लज्जन्त इवाम्यनुवृत्तिव्यसनैः प्रिया-
णाम् । कमयोऽपि चकिता इव चपलयन्ते । शरारवीऽपि सानु-
क्रोशा इव श्वापदगणाः पिशितानि भुङ्क्ते । सर्वथा कालेन मां
ज्ञास्यति स्वामी स्वयमेव । अनपाचीनचित्तवृत्तिग्राहिण्यो हि भ-
वन्ति प्रज्ञावतां प्रकृतयः ॥

२. (a) आत्मारामा विहितरतयो निर्विकल्पे समाधौ
    ज्ञानोत्सेकाद्विघटितमीग्रन्थयः सत्त्वनिष्ठाः ।
    यं वीक्षन्ते क्रमपि तमसां ज्योतिषां वा परस्तात्
    तं मोहान्धः कथमयममुं वेत्ति देवं पुराणम् ॥

(b) महाप्रलयमारुतक्षुभितपुष्कराःवर्तक-
    प्रचण्डघनगर्जितप्रतिरवानुकारी मुहुः ।
    रवः श्रवणभैरवः स्थगितरोदसीकन्दरः
    कुतोऽद्य समरोदधेरयमभूतपूर्वः पुरः ॥

(c) अरे दुज्जोहणप्पमुहा कुरवलसेणापहुणी, अविणश्च-
णोकण्णधार कण्ण, तुह्येहिं मह परोक्खं बहुहिं महारहेहिं फ-
डिवारिअ एआइ मम पुत्तओ अहिमण्णु व्वावादिदो । अहं उण
तुह्माणं पेक्खन्ताणं एव्व एदं कुमालविससेणं सुम्मिरिदव्वसेसं करो-

मि त्ति भणिअ सगव्वं आप्फालिदं णेण वज्जणिग्घादघोसभीसण-
जीआरवं गण्डीवं । सामिणा वि सज्जीकिदं कालप्रुहं ॥

8. (a) परिच्छेदातीतः सकलवचनानामविषयः
पुनर्जन्मन्यस्मिन्ननुभवपथं यो न गतवान् ।
विवेकप्रध्वंसादुपचितमहामोहगहनी
विकारः कोऽप्यन्तर्जडयति च तापं च कुरुते ॥

(b) वपुःप्रादुर्भावादनुमितमिदं जन्मनि पुरा
पुरारे न प्रायः क्वचिदपि भवन्तं प्रणतवान् ।
नमन् मुक्तः संप्रत्यहमतनुरग्रेऽप्यनतिमान्
इतीश क्षन्तव्यं तदिदमपराधद्वयमपि ॥

(c) हेलोक्तावनुक्तीनां तयेः साम्ये निवेदिते ।
शब्दार्थाभ्यामथाक्षिप्ते श्लिष्टे तद्वक्तिरष्ट सः ॥

व्यतिरेकस्य हेतुः उपमेयगतमुत्कर्षनिमित्तम्, उपमानग-
तमपकर्षकारणम्, तयोर्द्वयोरुक्तिः, एकतरस्य द्वयोर्वा अनुक्तिरि-
त्यनुक्तित्रयम्, एतद्भेदचतुष्टयमुपमानोपमेयभावे शब्देन प्रतिपादिते ;
अर्थेन च क्रमेणोक्ताध्वरार एव भेदाः ; आक्षिप्ते चौपम्ये ताव-
न्त एव ; एवं द्वादश । एते श्लेषेऽपि भवन्तीति चतुर्विंशतिर्भे-
दाः । क्रमेणोदाहरणम्,—

असिमात्रसहायस्य प्रभूतारिपराभवे ।
अन्यत्कंजनस्येव न समयोऽस्य महाधृतेः ॥

अत्रैव, तुच्छेति महाधृतेरित्यनयोः पर्यायेण युगपद्वानु-
पादानेऽन्यत् भेदत्रयम् ; एवमन्येष्वपि द्रष्टव्यम् । अत्र इवशब्दस्य
सद्भावाच्चाब्दमोपम्यम् ॥

4. (a) रात्रिर्गमिष्यति भविष्यति च प्रभातं

भास्वानुदेष्यति हसिष्यति पङ्कजश्रीः ।

इत्थं विचिन्तयति कोशगते द्विरेफे

हा हन्त हन्त नलिनीं गज उज्जहार ॥

(b) सत्पूरुषः खलु हिताचरणैरमन्द-

मानन्दयत्यखिललोकमनुत्त एव ।

आराधितः क्षयय केन करैरुदारै-

रिन्दुर्विकासयति कैरविणीकुलानि ॥

(c) सुखं हि दुःखान्यनुभूय शोभते

घनान्धकारेष्विव दीपदर्शनम् ।

सुखात्तु यो याति नरो दरिद्रतां

धृतशरीरेण मृतस्स जीवति ॥

II. **Translate into Sanskrit :—**

1. To this day the Hindus hesitate to call their children
by the name of Sītā ; for if her gentleness, her virtue, her uncom-
plaining faith, and her unconquerable love for her lord were more
than human, her sufferings and sorrows too were more than what
usually fall to the lot of woman.  There is not a Hindu woman in
the length and breadth of India to whom the story of suffering
Sītā is not known, and to whom her character is not a model and
a pattern ; and Rama too, is a model to men for his faithfulness,
his obedience, and his piety.  The Mahābhārata is a heroic Epic,
and the Rāmāyaṇa is a didactic Epic ; and these two grand poems
have been for the millions of India a means of moral education,

the efficacy of which is not inferior to that of the Bible among the Christian nations. 2. The fourteen Vedic rites, the seven Grihya rites, and the nineteen domestic ceremonies were the forty sacraments of the ancient Hindus, and the object of these sacraments is sufficiently clear. The pious Hindu, wherever he lived, in the vast region from the Himalayas to Cape Comorin, performed the same rites, followed the same customs, and was required to display in his life the same living example of piety, purity, and disinterestedness. And indeed the venerable Gautama, after describing the sacraments, rises to the great conception that true virtue, and not the mere performance of sacraments, leads to heaven. 3. The doctrine of transmigration of souls, which was first taught in India, and which other ancient nations borrowed from the Hindus, is explained in many beautiful similes. The progress through different bodies is like the progress of the caterpillar

(तृणजलूका) moving from blade to blade, or like the changes in the

gold which the goldsmith turns into newer and more beautiful forms. And when at last the soul is thus purified of all its imperfections, it finally casts off the body and mingles with God.

III. 1. When is the second period of Indian literature believed to have commenced, and why? On what grounds is the posteriority of this period proved? 2. "The extant Purāṇas are only the productions of a later time, those of an earlier origin having perished." Briefly examine the correctness of this statement. 3. Discuss the date of Amarasimha. 4. What are generally known as the six artificial epics (Mahākāvyas)? When and by whom were they written? 5. Name the three dramas by (a) srīharsha, (b) Bhavabhūti. 6. Mention the important works associated with the names of the following authors. State also the century in which each of these lived.

(a) Amarachandra. (b) Subandhu. (c) Vararuchi. (d) Varāhamihira. (e) Bilhaṇa. (f) Bhojadeva.

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WEDNESDAY, 10TH DECEMBER, 10 A.M. TO 1 P.M.

### LATIN : TEXT-BOOKS AND GRAMMAR.

I. A clause introduced by the Relative Pronoun, either is descriptive of some person or thing, or expresses—(a) a purpose,—(b) a condition,—(c) a cause or reason, —(d) a result or consequence :— Frame short Latin sentences with a view to illustrate each statement.

II. Against each of the following verbal or adjectival forms taken from your texts, write the ones requested :—

    *Exscindere.*—The perfect infinitive active and the future participle. .

    *Orsus.*—The 2nd person singular present and future indicative.

*Egerunt.*—The 3rd person plural future perfect indicative and the supine active.

*Refertam.*—The 2nd person plural perfect indicative and the present infinitive active.

*Venere.*—The frequentative form corresponding to it.

*Impingendus.*—The future infinitive passive.

*Metenda.*—The perfect infinitive active and passive.

*Acer, Dulcis.*—The diminutive form of each.

*Vetus, Antiquus.*—Their opposites in meaning.

III. What is meant by the following phrases or sentences, as they are used in your texts ?  Explain the ones printed in italics.

    (a) *Tam modo, inquit Praenestinus.*
    (b) Vota virtusque in aperto.
    (c) Os perfricare ; os alicui sublinere.
    (d) *Nostri superstites sumus.*
    (e) Is probus est quem poenitet quam probus sit.
    (f) Contra sensus ab sensibus ipse repugnat.
    (g) Ebullire virtutes et sapientias.
    (h) Ferentarius amicus.

IV. 1. Translate and explain by referring to the context :—

    (a) Terga occasioni patefecit.
    (b) Delictis hostium novus.
    (c) Tuas res tibi habeto.
    (d) Hic mihi adferunt mediocritates.
    (e) In gloriam praeceps agebatur.
    (f) Cetera non credit quae nilo clara minus sunt.

2. Bring out the latent allusions :—

    (a) Interventus civilium armorum praebuit justam segnitiae excusationem.
    (b) Secretum et silentium ejus non timeres.
    (c) Nihil per libertos servosque publicae rei.
    (d) Erat in tumore animus, et omnis in eo tentabatur curatio.

3. Translate :—

    (a) Ipsa dissimulatione famae famam auxit, aestimantibus quanta futuri spe tam magna tacuisset.

    (b) Habes formam Epicuri vitae beatae verbis Zenonis expressam, nihil ut possit negari.

V. 1. (i.) Translate ; (ii.) Explain the construction of the words printed in italics ; (iii.) Remark on the sequence of tenses in (c).

    (a) Agricola, quanquam transacta aestas, sparsi per provinciam numeri, praesumpta apud militem illius anni quies, *tarda* et *contraria* bellum inchoaturo, et plerisque custodiri suspecta potius *videbatur*, ire obviam discrimini statuit.

    (b) Quanquam illud est dulce, esse et bibere, amor *amari* dat tamen satis quod sit aegre.

    (c) *Quod,* nisi inania sint *qua* corpora quaeque valerent
      Transire, haud ulla fieri ratione videres.

C—18

2. Account for the use of the subjunctive :—
(a) Hic postulet frugi esse, nugas postulet.
(b) Proprium humani ingenii est odisse quem laeseris.

VI. Express in the form of *oratio obliqua*, supplying the verb when it is left out, and beginning by *Ait Tacitus* :—

"Tu felix, Agricola, non vitae tantum claritate, sed etiam opportunitate mortis . . . Sed mihi filiaeque tuae, praeter acerbitatem parentis abrepti, auget maestitiam quod assidere valetudini . . . non nobis contigit. Excepissemus certe mandata vocesque quas penitus animo figeremus. Noster hic dolor, nostrum vulnus. Nobis tam longae absentiae conditione ante quadriennium amissus es."

VII. 1. Substitute (i.) classical forms for :—capiret, surpuerit, tis, texier, confit, suemus, haec (sunt aedes), occultassis, (ii.) a classical construction for :—Aut motu privandum est corpora quaeque, aut . . . .

2. In what sense does Lucretius use the words *dedicare, fungi?*

3. Trace the meaning of the following words to their etymology :—Deliberare, identidem, ilico, contagio, hiulcus, auxilium.

4. Distinguish :—nītens, nĭtens ; invidia, invidentia ; lătē, lātē ; aegritudo, aegrotatio.

VIII. Turn into Latin :—One ought to look a long time into oneself before thinking of condemning others. I have come to tell you of something that is of the utmost importance to you and yours since it touches your honour. I fear the general will not be at all satisfied with your way of obeying his orders.

IX. Contrast, in a *short* summary, Cicero's opinion about (1) the causes of Grief, (2) its remedies, with the opinion (a) of the Stoics, (b) of the Peripatetics, (c) of the Cyrenians.

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WEDNESDAY, 10TH DECEMBER, 2 TO 5 P.M.

### LATIN : TRANSLATION.

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I. Translate into English :—
(1) CA. Quid tibi ego dicam, qui illius sapientiam
      Et meam fidelitatem et celata omnia
      Paene ille ignavos funditus possum dedit ?
      ME. Quidum? CA. Quia, ruri dum ego sum unos sex
         dies,
      Me absente atque insciente, inconsultu meo,
      Aedis venalis hasce inscribit litteris.
      ME. Lupus observavit, dum dormitaret canes :
      Adesurivit et inhiavit acrius :
      Gregem universum voluit totum avortere.
      CA. Fecisset edepol, ni haec praesensisset canes.
(2) CH. Abin hinc ab oculis? SYC.   Enim vero sero
      · quoniam huc advenis
      Vapulabis meo arbitratu et novorumcaedilium.

CH. At etiam maledicis? SYC. Immo salvos quando
equidem advenis,
Di me perdant si te flocci facio an periisses prius.
Ego ob hanc operam argentum accepi : te macto infor-
tunio.
Ceterum qui sis, qui non sis, floccum non interduim.
Ibo, ad illum renuntiabo, qui mihi tris nummos dedit,
Ut sciat se perdidisse. Ego abeo. Male vive et vale.

(3) Praeterea nil est quod possis dicere ab omni
Corpore sejunctum secretumque esse ab inani,
Quod quasi tertia sit numero natura reperta.
Nam quodcumque erit, esse aliquid debebit id ipsum ;
Cui si tactus erit, quamvis levis exiguusque,
Augmine vel grandi vel parvo denique, dum sit,
Corporis augebit numerum summamque sequetur.
Sin intactile erit, nulla de parte quod ullam
Rem prohibere queat per se transire meantem,
Scilicet hoc id erit, vacuum quod inane vocamus.

(4) Nam cur tam variae res possint esse requiro,
Ex uno si sunt igni puroque creatae ;
Nil prodesset enim calidum denserier ignem
Nec rarefieri, si partes ignis eandem
Naturam quam totus habet super ignis haberent.
Acrior ardor enim conductis partibus esset,
Languidior porro disjectis disque supatis.

(5) Dierum spatia ultra nostri orbis mensuram ; nox clara
et extrema Britanniae parte brevis, ut finem atque initium lucis
exiguo discrimine internoscas. Quod si nubes non officiant, aspici
per noctem solis fulgorem, nec occidere et exsurgere, sed transire
affirmant. Scilicet extrema et plana terrarum humili umbra non
erigunt tenebras, infraque coelum et sidera nox cadit.

(6) Postquam silvis appropinquaverunt, collecti, primos
sequentium, incautos et locorum ignaros, circumveniebant. Quod
ni frequens ubique Agricola validas et expeditas cohortes indaginis
modo, et, sicubi artiora erant, partem equitum dimissis equis,
simul rariores silvas equitem persultare jussisset, acceptum aliquod
vulnus per nimiam fiduciam foret.

(7) *Frugalitati* contrarium vitium *nequitia* dicitur. *Fruga-
litas*, ut opinor, a *fruge :* qua nihil melius e terra. *Nequitia* ab eo
(etsi hoc erit fortasse durius : sed tentemus : lusisse putemur, si
nil sit) ab eo, quod *nequidquam* est in tali homine : ex quo idem
*nihili* dicitur. Qui sit frugi igitur, vel, si mavis, moderatus et
temperans, eum necesse est esse constantem ; qui autem constans,
quietum ; qui quietus, perturbatione omni vacuum : ergo etiam
aegritudine. Et sunt illa sapientis : aberit igitur a sapiente
aegritudo.

(8) Dicet aliquis : Quid ergo? Tu Epicurum existimas ista
voluisse, aut libidinosas ejus fuisse sententias ? Ego vero minime.
Video enim ab eo dici multa severe, multa praeclara. Itaque, ut
saepe dixi, de acumine agitur ejus, non de moribus ; quamvis

spernat voluptates quas modo laudavit ; ego tamen meminero, quod
videatur ei summum bonum.  Non enim verbo solum posuit volup-
tatem, sed explanavit, quid diceret.  "Saporem," inquit,  "et
corporum complexum, et ludos atque cantus, et formas eas, quibus
oculi jucunde moveantur."

*(Not from the Text-books).*

(9) A. Non mihi videtur ad beate vivendum satis posse vir-
tutem.  M. At hercule Bruto meo videtur: cujus ego judicium,
pace tua dixerim, longe antepono tuo.  A. Non dubito.  Nec id
nunc agitur, tu illum quantum ames: sed hoc, quod mihi dixi
videri, quale sit: de eo a te disputari volo.  M. Nempe negas ad
beate vivendum satis posse virtutem ?  A. Prorsus nego.  M. Quid ?
ad recte, honeste, laudabiliter, postremo ad bene vivendum satisne
est praesidii in virtute ?  A. Certe satis.  M. Potes igitur, aut qui
male vivat, non eum miserum dicere, aut, quem bene fateare, eum
negare beate vivere ?

II. Translate into Latin :—

Scipio was then only twenty-four years of age : but, young
as he was, he was already known to fame by his conduct on three
critical occasions.  As a mere youth of seventeen he had saved, or
it was believed that he had saved, his father's life at the battle of
Ticinus at the risk of his own ; after Cannae it was his resolute
bearing which had shamed or frightened the recreant nobles of
Rome from deserting the fast sinking ship of the state ; at the age
of twenty-three he had been candidate for the Curule Aedileship,
and when the magistrate objected that he was not yet of legal age,
he replied that if all the Quirites wished to make him aedile he
was old enough.

WEDNESDAY, 10TH DECEMBER, 10 A.M. TO 1 P.M.

## ARABIC: TEXT-BOOKS AND GRAMMAR.

I. 1. Give examples of the following خاصيات أبواب :—

* التفعيل ـ اشتراك ـ تكلف ـ مطاوعه ـ مبالغه ـ ابتدا

explaining the meaning and application of each.  2. Explain with
examples the specific meaning attached to the forms فعيل ـ فعّال ـ

3. Explain fully the forms فعّال ـ فعلي ?

* تكمل ـ إعاده ـ كتاب ـ سلم ـ صل

II. 1. Explain fully the construction of the following :—

دولك اللبن ـ شتّان المأمون من الطعان ـ عجبت من
ضرب اللّص الجلّد ـ ما احسن وجه زيد ـ زيد حسن وجهه *

2. Explain the two ضمير متصل in ذكّرَ الّذي
لمتنبّي فيه and translate the sentence. 3. Write out the
sentences in 1 and 2 with their proper diacritical signs (اعراب)
and explain the construction of each quoting the rule.

III. 1. What is the difference between فصاحة and بلاغة ?
How is فصاحت to be attained in (a) words and (b) in sentences ?
2. Analyse the استعارة in the following :—

(a) أشدد يديك بحبل الله معتصماً
فانّ الركن إن خانتك اركان

(b) قد صبغت خدّها الدماء كما
يصبغ خدّ الفريدة الخجل

(c) تبسّم بقدوم ثغرالبلاد و تهلّلت بوفوده
اطراف الامصار و قلوب العباد *

3. Name and explain the مجاز in جلست ايادي عندي
IV. 1. Define and give examples of كناية

2. Define غلوّ ـ اسهاب ـ هجير giving examples.
3. Define and explain with examples the figures called :

التجانس ـ تلميح ـ اقتباس ـ ارسال المثل ـ طباق or
مطابقة *

V. What are the materials necessary for the writing of history ?
What should be the qualifications of a historian ? How is the Philo-
sophy of History defined in your text ?

VI. Distinguish between قافيه and رديف

Name and describe the five kinds of قافيه

VII. Write out the following with appropriate اعراب and translate :—

كان ثابت قطبة قد ولي عملا من اعمال خراسان ـ
فلما صعد المنبر يوم الجمعة رام الكلام فتعذر عليه و حصر
فقال : سيجعل الله بعد عسر يسرا و بعدعيى بيانا والتم
إلى امير فعال احوج منكم الى امير قوال *
و الا اكن فيكم خطيبا فانى
بسيفى اذا جد الوغى لخطيب
فبلغت كلماته خالد بن صفوان فقال و الله ما علا
ذلك المنبر اخطب منه *

VIII. Explain :—

ضئيلة الجسم لها *       * فعل متين السبب
حافرها فى رامها *       * وعينها فى الذنب
اقلب طرفى لا ارى غير صاحب
يميل مع النعماء حيث تميل *
السعى على الزمان محالا
ان نرى مقلتاى طلعة حر *
اقرر بذنبك ثم اطلب تجاوز نا
عنه فان جهود الدنب ذنبان *
متعبدى لك الا بام ماكنت جاهلا
و ياتيك بالاخبار من لم تزود *

اذا أَعْجَبَتْكَ خِصَالُ امرئٍ

فَكُمْ يَكُنْ مِنْكَ ما يُعجِبُك *

فَلَيسَ على المجدِ و المكرِ ماتتْ

حِجابٌ اذا جِئتَهُ يُعجِبُك *

IX. Scan the following lines and name the بحر in each case:—

1. لا خَيرَ في مَن كفَّ عَنّا شَرَّهُ

إن كانَ لا يُرجى لِيومِ الحَاجَةِ *

2. هَزَّ جِنا في آغانيكم

و شاقتنا مَعَاليكُم *

3. سُبحانَ مَن لاشئٍ يَعدِ لَهُ

كم مِن غَنِيٍّ عَيشهُ كِدرُ *

4. تَلَقَّ الا مُورَ بِصَبرٍ جَميل

و صَدرٍ رَحيبٍ و خلِّ الحَرج *

5. علي لأَجَبنُ من فِراقٍ احِبَّتي

و تُحِسُّ نَفسي بالحِمامِ فَاضجَعُ *

X. Translate the following proverbial sayings:—

ضَرْبُ الحَبيبِ أوجَعَ ـ ظَمأُ المالِ أَشَدُّ مِن ظَمَا الماء ـ

عَذَرَكَ مِن دَلَّكَ على الامَاءةِ ـ كَفى بالشيبِ دَاءً ـ

شَيْبُكَ لا عِيْبَكَ ـ تَفَاءَلْ عن البُكُرُوهِ تُوَقَّرْ ـ أَحسن الخِل

السيء. تُسَد ـ بَطْن المَرِءِ عَدُوّه ـ رُبَّ مكوت أَبلَغ من
كلام ـ عَاشر أَهلَ الفضَائل تَنبُل *

I. Translate into English as literally as possible:—

1. إنّا مَثَل الدُّنيا كَمَثَل الحيّة لَيِّنٌ لَمسُها
وَ يُقتل مَسُّها ـ فأَعرِضِ عنها وَ عمّا يعجُبك منها لِقِلّة ما
يصحبُك منها ـ و دَع عنك هَمُومَها لَمّا تيقّنتَ من
فراقها ـ و كن أَسَرَّ مانكونُ فيها أَحذَر مانكرَة منها ـ فانّ
صاحبَها كلما اطمأَنَّ فيها الى سُرورٍ أَشخَص منها الى
مكروه *

2. حلاوَة دُنياك مَسمومةٌ * فماتأكُل الشهدَ إلّاببسم
فكن مُوسِراً أَشعثَ اومُعسراً* فما تَقطع الدّهراً لّا بهَم
اذا تَمَّ امرٌ بَدَا نَقصٌ * توقّع زَوالاً اذا قيلَ تَمّ
لا تَتَألّم إذا أَعرضتْ عنك الدُّنيا ـ ولو .3
عَرضتَ لك لَشغلَتك عن كسب الفضَائل ـ و قلّما
يتعلّق في العلم ذو الثَروة ألّا أَن يكونَ شَريف الهِمَه
جدّاً ـ و أَن يُثرَى بعد تحصيل العلم ـ و الى لا اقولُ إنّ
الدنيا تُعرِضُ عن طالب العلم بل هو الذي يُعرِضُ عَنها
لأَن هِمَّتَه مَصرِوفةٌ الى العلم فلا يبقى له التفاتٌ الى

للدنيا ـ و الدُنيا انّما تُعضّل بحِرصي و فكرٍ في وجوهها ـ
فاذا عُفلَ عن اسبابها لم تأتِه ـ و ايضاً فانّ طالب العلم
تَشرُفُ نفسهُ عن الصنائع الرَذِلَة و المكاسِب الدنية ـ
و عن أَصناف التجاراتِ ـ و عن التَّذلِّل لارباب الدُنيا و
الوقوف على ابوابهم *

من جدَّ في طلب العلوم أَفادَهُ ـ شَرفَ العلوم دِنَاءَةُ
التحصيل

و جميعُ طُرُقٍ مكاسبِ الدنيا تحتاج الى فراغ لها
و حِذقٍ فيها و صرفِ الزمان اليها ـ والمشتغلُ بالعلم لا
يَسعه شيٌ من ذلك ـ و إنّما ينتظِر ان تأتيه الدنيا بالاسباب ـ
و تَطلبُ من عير أَن يطلبها طلبَ مثلها و هذا ظلْم منه
وعدوانٌ ـ ولكن اذا تمكّن الرجُلُ في العلم و شُهرتَه خُطِبَ
من كلّ جهة و عُرضت عليه المناصبُ وَ جاءَتْهُ الدنيا
صاغِرة فاخَذ ما اهَدتْه و ماءَ وَ جهِه مُوَقّر وعِرضُ ودينه
مصونٌ *

و اعلمَ أَنّ للعلم عَبَقَة و عَرْفاً ينادي على صاحبه
و نوراً وضياءً يُشرِقُ عَليه ويَدُلُّ عليه ـ كتاجِر مسكٍ لا
يخفى مكانه ولا تُجهل بضاعته وكمن يمشي بمشعلٍ في ليل
مَدْلَهِمّ ـ و العَالِمُ مع هذا محبوبٌ أَينَ مَاكانَ وكيفَ

ماكانَ لا يَجِدُ الَّا مَن يَميلُ اليه و يُؤثِرُ قُربَهُ وَ يأنَسَ به و
يَرتاحُ بمذا لِذالَه *

وَ اعلم أَنَّ للعلم تَغورُ ثمَّ تَفورُ ـ تَغورُ في زَمانٍ و
تَفورُ في زَمانٍ ـ بَمنزلةِ النَّباتِ او عُيونِ المياهِ ـ وتَنتَقِلُ
من قومٍ الي قومٍ و من موضعٍ الي موضعٍ *

II. Translate into English :—

الدُّبّ حيوانٌ جَسيمٌ يُحِبُّ العُزلَةَ فاذا جَاءَ الشّتاءِ
يَدخُلُ وِ جَارَه إتَّخَذَهُ في الغيرانِ و لاَ يَخرُجُ حتّى
يُطيبُ الَهواءُ ـ اذا جَاعَ يَمَصُّ يَدَيه و رِجلَيه فيَدفَعُ بذلك
جُوعَهُ و يَخرُجُ من وِجارِه فصلَ الربيع أَسمَنَ مما كانَ ـ
وَ يخاصِمهُ البَقَرَ فاذا نَطَحَهُ البَقَرُ إستَلقَى و ياخُذُ بيدِه
قَرنَيه و يَعَضهُ عَضّاً شَديداً يَشهَرُهُ *

III. Translate into Arabic :—

    1. The language which in my proposition I have specified by
the name of Hindustani, is also frequently denominated Hindi,
Urdu, and Rekhta.  It is compounded of the Arabic, Persian and
Sanskrit or Bhakha, which last appears to have been in former ages
the current language of India.

    Owing in some measure to the intercourse of the merchants
of Arabia with this country, but more particularly to the frequent
invasions of the Mosulmans, and their ultimate settlement in it, a
considerable number of Arabic and Persian words became engrafted
in the original language of the natives, and out of this mixture arose
a new language, the Hindustani, like a modern superstructure on an
ancient foundation.

    2. Books are not only our best treasures, they are also our
best friends.  Other friends often intrude upon us with their unwel-
come presence, or we are not able to avail ourselves of their help,
even when we stand in utmost need of it.  Sometimes they show no
appreciation of the fitness of things, they smile when we weep, and

they are gloomy when we are in a merry humour.  And some of
them are untrustworthy, being actuated by selfish and dishonest
motives.  But books well chosen are quite free from these draw-
backs,  They teach us our duties and responsibilities ; they point
out to us the easiest and readiest methods of performing our duties ;
they even impel and gently persuade us to do what is essential for
our temporal and spiritual benefit.  They put us into communica-
tion with the wisest and noblest spirits of the past.

WEDNESDAY, 10TH DECEMBER, 10 A.M. TO 1 P.M.
PERSIAN : TEXT-BOOKS AND GRAMMAR.

I. Write an explanatory paraphrase of the following :—

هود گرد مومنان خطي کشید

نرم مي شد باد کانجا مي رسید *

هر که بیرون بود زان خط جمله را

پاره پاره مي شکست اندر هوا *

همچنین شیبان راعي مي کشید

گرد بر گرد رمه خطي پدید *

چون بجمع میشد او وقت نماز

تا نیارد گرگ آنجا ترکتار *

هیچ گرگي در نرفتي اندران

گوسپندي هم نگشتي زان نشان *

باد حرص گرگ و حرص گوسپند

دائرہ مرد خدا را بود بند *

همچنین باد اجل با عارفان

نرم و خوش همچون نسیم بوستان *

آتش ابراهیم را دندان نزد

چون گزیدہ حق بود چولش‌وگزد *

آتش شهوت نسوزد اهل دین

باغيان را برده تا قعر زمين *

موج دريا چون بامر حق بتاخت

اهل موسىٰ را ز قبطي وا شناخت *

خاك ـ قارون را چو فرمان در رسيد

با زرو تختش بقعر خود كشيد *

آب وگل چون از دم عيسىٰ چريد

بال و پر بكشاد و مرغي شد پديد *

از دهانت چون بر آيد حمد حق

مرغ جنت سازدش ربّ‌الفلق *

هست تسبيحت بجاي آب و گل

مرغ جنت شد زنفخ صدق دل *

كوه طور از نور موسىٰ شد برقص

صوفي كامل شد و رست او ز نقص *

چه عجب گر كوه صوفي شد عزيز

جسم موسىٰ از كلوخي بود نيز *

Remark on the various uses of چون ـ ي ـ ش in the above, scan and analyse the first couplet, and point out any two figures of speech.

II. Render the following passage into English and state what the underlying motive of the argument is:—

هوش بامن دار اين عالم عنصري از مشيت الهي از افراد انساني پر و بتقدير ايزدي از دوست و دشمن مملو و.در هر كوچه و منزل كوران خود خواه كه

جز صلاح خود و فساد دیگری در الدیمهٔ تباه شان نگزرد
بسیار ـ امامس آدمی از عناصر متضاده الهام یافته ـ واقسام
اختلافات و الواع تباین در نهاد هرکس مضمر پس
خردمند دوربین شناسد که ایزد جهان آفرین که سلسلهٔ
بهی نوع انسانی را انتظام بخشیده عالم آرای صورتست
در هر زمانی بمناسبت معنوی و مرابطات قوی یکی
از افراد انسانی را که بظاهر ازین گروه نماید و بباطن
پرورش یافتهٔ انظار قدسیهٔ ایزدی بوده بندهٔ یگانهٔ الهی
باشد بر مسند فرمانروائی جای داده او را بزرگ گرداند
و او را قهرمان آن گروه سازد ـ تا آن بر گزیدهٔ خدا بر
سریر ملطنت نشسته بمقتضای خرد والا که جز بر اصلاح
عالمیان نظرش نیفتد و نیت حق طویت او عرض آلوده
نباشد انتظام عالم نماید ـ و طبقات انام را باقسام تباین
و تهالف دروحدت قهری در آورده هنگامهٔ قهر و لطف
را گرم سازد *

III. 1. Explain with reference to the contexts:—

(۱) گفت هیچ از نحو خواندی گفت لا
گفت نیم عمر تو شد بر فنا *

(۲) تیغ حلم از تیغ آهن تیز تر
بل ز صد لشکر ظفر انگیز تر *

(۳) هرچه بیهی سوی اصل خود رود
جز سوی کل جود راجع شود *

(۴) آب حلم و آتش خشم ای پسر

هم ز حق بینی چو بکشائی نظر *

(۵) اسباب دوستی در چهار چیز داشته اند *

(۶) ذکر جمیل ایشان درمحفل مقدس شاهنشاهی

میرود *

2. Criticise Abul Fazl's style supporting your comments by quotations from the text. 3. Give the gist of the letter to Khizr Khán in which this sentence occurs :

جمعی که ازناملك برخاسته آمده اند باز بهمان حدرد

روائ سازد *

IV. 1. Sketch the career of Maulána Jalál-ud-din Rumi with special reference to the events which inspired his poetic imagination, the fraternity he founded and his status as a pantheistic writer. 2. Write a note on the Masnavi and mention the means used by the author in your text to impart his ethical and moral precepts.

V. 1. Show by referring to the Noun, Pronoun, the Verb, the Cases, and Gender that the tendency of Modern Persian has been to greatly reduce the number of grammatical forms. Is this compensated for in any other way? 2. What form of Verb predominates in Persian?

VI. 1. Mention: (a) The Tenses derived from the Infinitive. (b) Some Persian Nouns which take the plural of Arabic feminines. (c) The various kinds of composition in Persian. 2. Write the Imperative of the following :—

پژمردن ـ گساردن ـ آلودن ـ باییدن ـ بیختن

جستن ـ گسیختن *

VII. 1. Write short notes on : The Possessive ; the different kinds of sentences in Persian ; the functions of the Preposition. 2. Explain and illustrate these idioms :—

دم زدن ـ دامن درچیدن ـ دود از آتش دیدن ـ

دست خائیدن ـ زهره داشتن ـ ستارہ شمردن ـ کام در

کام لنگ است ـ رخت کشیدن ـ قافیه تنگ شدن *

VIII. 1. Name the seven metres peculiar to the Masnavi. 2. What constitutes poetic licence in Persian? 3. Write the literal and the technical meanings of قافیه و ردیف

WEDNESDAY, 10TH DECEMBER, 2 TO 5 P.M.
PERSIAN: TRANSLATION.

I. Translate into Persian:—

1. The Musalmans brought with them the avarice of conquerors and a stringent system of revenue collection. Under the Mughal Empire as organized by Akbar the Great, the share of the State was fixed at one-third of the gross produce of the soil ; and an army of tax-gatherers intervened between the cultivator and the Supreme Government. The vocabulary of our own land system is borrowed from the Mughal administration. The zamindar himself is a creation of the Muhammadans, unknown to the early Hindu system. He was originally a mere tax-collector, or farmer of the land revenue who agreed to pay a lump sum from the tract of country assigned to him. But the Hindu chief or local magistrate was often accepted by the Mughals as the zamindar, or revenue contractor, for the lands under his control. In this way the Indian zamindars, as a body, are of mixed origin, and represent in some cases, not merely an official status, but hereditary rights. If the Hindu village system may be praised for its justice, the Mughal farming system had at least the merit of efficiency.

2.  Give thy thoughts no tongue,
Nor any unproportioned thought his act.
Be thou familiar but by no means vulgar.
The friends thou hast and their adoption tried,
Grapple them to thy soul with hoops of steel,
But do not dub thy palm with entertainment
Of each new-hatched, unpledged comrade.
                          Beware
Of entrance to a quarrel, but being in,
Bear't that the opposed may beware of thee.

II. Translate into English:—

۱. برخوردار آستانهٔ معرفت رجائی کشاده پیشانی
تواند بود که بفراخی نشاط غمگساری کولین پیش نهاد
همت او باشد ۔ یا خوفی گره برابر و که اگر سرور هم
جهانیان نصیبهٔ او شود او باشادمانی آشنا رو نباشد ۔
و بزرگ این درگاه که پیشوائی نشانین را از اسباب والا
است آن ماه دریافته تواند بود که از خوف و رجا و
قبض و بسط فرائك شده غم۔و شادی را پیرامون خاطر

مقدس او راه نباشد ـ میخواستم که فرائر ازین مقامی
چند رسیدهٔ خود چون گویم دریافتهٔ خود را رقمزدهٔ
کلك جواهر ملك نمایم ـ لیکن چکنم که دانش جهان
ساز فطرت سوزمن رخصت آن نمیدهد ـ بخاطر شوریده
میرسد که این نیز اول مصاحبان بزم عشرت جهان
آفرین را مایهٔ ایست بلند پایه ـ وان کوهکن دوم ملازمان
بارگاه سلطنت را پرنویست ساز وار ـ و آن دوربین
سومین محرمان خلوتهائهٔ شهود را نمونه ایست پسندیده ـ
ابوالفضل بن مبارك را که نه خورمسد از هستئ موهوم و
نه ملول از نیستئ اعتباری است مالیخولیای ذاتی یا
شورش بهاری باز بیتابانه به گلگشت سمن گزینی آورد
و گاه بهبانهٔ غذای خویش قدسیات کلام رامی نویسد ـ
و گاه بخیال مهمانی فطرت زله برداری است ـ و گاه برای
دفع شر نماچیان طبیعت که اخوان معاشرت اند در
نسوید اوراق کوششی دارد ـ الهی چشمی و سرمهٔ که
خجلت زدهٔ و بال است تا از وحشت آباد گفتگوی بر
نزهتگاه خموشی رسیده نظارگی باشد *

‏2. گفت هر رازی نشاید باز گفت

جفت طاق آید گهے ـ گه طاق جفت *

از صفا گر دم زنی    با    آئینه

نیره گردد زود بابا آئینه *

درمیان این مه کم جنبان لبت

از نهاب و از ذهب و زملهبت *

کین مه را خصم است بسیار و عدو

در کمینت ایستد چون داند او ٭

ور بگوئی بایکی گو    الوداع

کلّ سرٍ جاوزَ الائنین    شاع ٭

مشورت دارید و سر پوشیده خوب

در کنایت باغلط افکن مشوب ٭

مشورت کردی پیمبر بستهٔ سر

گفت ایشانش جواب    پیمبر ٭

در مثال بسته گفتی رای را

تا نداند خصم سر از پای را ٭

آله حق آموخت سر زنبور را

آن نباشد شیر را و گور را ٭

خانها سازد پر از حلوای تر

حق برو آن علم را بکشاد در ٭

آله حق آموخت کرم پیل را

هیچ پیلی داند آن کون حیله را ٭

آدم خاکی زحق آموخت علم

تا بهفتم آسمان افروخت علم ٭

نام و ناموس ملک را در شکست

کوری آنکس که باحق در شکست ٭

8. چون از انتظام امور شیروان و تنبیه  لکز یهٔ
داغستان فراغ حاصل شد دربست و چهارم جمادی

الاولی اعلام ظفر فرجام بصوب قلعهٔ گنجه پر چم کشور
کشائی کشوده ـ بامو والا در معاذات ارس جسر متین
ترتیب یافت ـ کوکبهٔ عز و تمکین با افواج ظفر قرین
عبور و روز چهار شنبه ششم جمادی الخریی از سمت
کلیسا کندی گنجه قباب بارگاه عز و جاه بذروهٔ مهر و
ماه افراشته شد ـ علی پاشا که دران آوان از دولت
عثمانی بایالت گنجه منصوب و بافتخگرای سلطان تا تار
و جمعی از رومیه و تا تاریه بمحافظت مامور بود شهر را
خالی نموده بنارا بر تحصن و قلعه داری گذاشت ـ خدیو
سکندر مقام کمیت سپهر توان مجره لگام را بجانب قلعه
سبکخرام ساخته مکان سیبه و اطراف قلعه را بدیدهٔ دید
دیده روز دیگر از جانب جنوب از میان میدان شهر که
تا پای حصار تخمینا صد و بیست گز فاصله بود طرح
سیبه بندی ریخت جزائر چیان خون آشام را دمنه بدمنه
بر سر سیبه تعین و از طرف دیگر مورچلها معین و مقرر
گشته هر فوج بسمتی و هر سه گروه بمکانی اختصاص
یافت *

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Translate into English :—

۱. کہتی ماہی بریان کہ دیران قضا

داغ دیتے ہیں اوسے جسکو درم دیتے ہیں *

اس شعر کی پوری طورمے شرح کروـاور امکے

معامن بیان کرو *

آئین داغ جسکو اکبرنے جاری کیا وہ کیا آئین تھا
اور اوس میں غرض کیا تھی اور اوسکے عمل در آمد کا
کیا طریقہ تھا ٭

II. اکبر کے عہد میں پیشتر تحصیل مالگذاری کا کیا
طریقہ تھا اور اکبر نے اوسمیں کیا اصلاح کی ٭

III. اکبر نے رعایای ملك کے ماتھ کس قسم کا برتاؤ
اختیار کیا تھا اور اوس میں کیا مقصود تھا کسیقدر بسط
کے ساتھ بیان کرو ۔ اکبر کو ان تدابیر میں کہاں تك
کامیابی حاصل ہوی اور کیا نتائج ظاہر ہوے ۔
اورنگ زیب نے اس بارہ میں اکبر کے آئین کے ساتھ
کس مصلحت میں مخالفت کی اور کیا نتیجہ پایا ٭

IV. جزیہ کی کیا حقیت ہی اور مسلمانوں کی تاریخ
کے کس عہد میں کس بنا پر جاری ہوا ۔ اکبر نے اپنے
وقت میں کس خیال میں موقوف کیا اور کیا وجہ موقوفی
کی ظاہر کی ٭

V. امرای ذیل میں میں کسی ایك کی سوانح عمری
بتفصیل لکھو ٭ منعم خان خانخانان ۔ امیرالامرا خان
زمان علی قلی خان سیستانی ۔ مہیش داس راجہ بیربر ٭

VI. اشعار ذیل کے مضامین کو صاف صاف نثر میں
ادا کرو ٭

جوں نکہت گل جنبش ہی جی کا نکل جانا
ای باد صبا میری کرویت توبدل جانا

بالغز محبت میں مشکل هي سنبهل جانا

اوس رخ كي صفائي پر اوس دل كا بهل جانا ٭

اي دل وہ جويان آيا كيا كيا همين كرمايا

تولے كهين مكهلا يا قابو میں نكل جانا ٭

كيا ايسے میں دعوىٰ هو محشر میں كہ ميلے لو

نظارۂ قائل كو احسان اجل جانا ٭

هي ظلم كرم جتنا تها فرق پڑا كتنا

مشكل هي مزاج اننا اك بار بدل جانا ٭

حورون كي ثنا خواني واعظ يون هي كب مانی

لے آ كہ هي نادانی باتون میں بهل جانا ٭

عشق انكي بلا جانے عاشق هون تو بهجانے

لو مجهكو اطبانے مودے كا خلل جانا ٭

VII. اشعار ذيل كي شرح اور اولميں جو محامن نظر

آویں انكو بيان كرو اور تلميحات كو بهي ترك نہ كرو ٭

1. كيا پايۂ منت مليمان

ايك بات میں نعمت پر بٹها يا ٭

كيون شكر كرين نہ آل داود

افسون شهنشهي مكها يا ٭

وہ لير آسمان كشديس

جانسوز مناظر و مرايا ٭

اب بهي نظر اس مجاز میں هي

كيون . مهر نگاه میں سمايا ٭

لے عقل بسیط اوس کا پر تو

د نور مجرد امسکا مایا *

لها شور فداك جای لبیك

اوس دشمن دین لے گر بلایا *

گل پیرهنون کي آرزو لے

اکثر خز و پرنیان پہنایا *

آیا د کبهي خیال حج کا

للوا سو بار گر کہجایا *

2. زبان لعل کهان اور مدیح تاج خروس

گرا هي خاك پہ کیا لعل افسر کاوس *

خلل پذیر رطوبت هوا دماغ بہار

عجب کہ مبزهٔ خوابیده کو نہو کابوس *

هي دشت بزم طرب کثرت نتائج میں

ذکیون هو شکل حماري کو ناز شکل عروس *

هوا هي ابتو یہ سرمایهٔ لطافت آب

کہ پشت ماهي پہ گلهای اشرفي هین فلوس *

3. مومن خدا کے واسطے ایسا مکان نچهوڑ

دوزخ مین ڈال خلد کو کوي بتان نچهوڑ *

عاشق تو جانتے هین وہ اي دل یہي سهي

هرچند بے اثر هي پر آہ و فغان نچهوڑ *

اوس طبع نازنین کو کهان تاب الفعال

جاموس میرے واسطے اي بدگمان نچهوڑ *

زخمي کيا عدو کو تو مرنا محال هي

قربان جاوں تيرے مجهے ليم جان نچهوڑ *

کچه کچه درست ضد ميں تيرے هوچکے هيں وه

ايك چند اور کج روي اي آسمان نچهوڑ *

VIII. 1. سوال ششم و هفتم کے چاروں نظموں ميں سے
اول شعر کي تقطيع کرو اور بحر بتاؤ * 2. ان مصطلحات
کي تعريف کرو اور مثاليں بتاؤ * سبب ۔ ولد ۔ فاصل ۔
عجز ۔ صدر ۔ عروض ۔ ضرب ۔ زحاف *

IX. جناس کي قسميں بيان کرو—ردالعجز علي الصدر
کس صنعت کا نام هي اور کسطرح واقع هولي هي ۔
بديع ميں عدد ۔ استفهام الکاري ۔ تجاهل عارف ۔
تلميح ۔ لف و نشر ۔ حسن مطلع ۔ کسکو کهتے هيں *

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**WEDNESDAY, 10TH DECEMBER, 2 TO 4 P.M.**
**HINDUSTANI: TRANSLATION.**

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I. Translate into Hindustani:—

Of all the sights in India that meet the modern traveller,
none is of more melancholy interest than places where stand great
memorials of religion, raised to commemorate a peculiar visitation
of nature or manifestation in some striking form of natural pheno-
mena. That characteristic of the Hindu, which attaches the highest
importance to all that pertains to religion, has made him believe·
that divinity loves to reside in such places more than in any other,
and that such phenomena are manifestations of the divine will.
Where rivers meet; where in the awful chasm or cleft of a mountain
interesting ice formations, resembling sacred symbols, appear; where
from great rocky heights waterfalls have been coursing down inces-
santly; or where nature puts forth her best forms; or where the
earth from her womb gives birth to precious stones of rich lustre
and lovely hue ;—in such places, such interesting circumstances
directed the genius of the people for architectural memorials in the
form of temples to the Most High, whose vastness and symmetry

and whose real beauty, even in the minutest parts, find no parallel in any other country in the world. And when, perhaps, the circum. stances that caused the rearing of these grand edifices of piety no longer exist, when rivers have changed their courses, and the earth no longer yields her rich treasures, these ancient monuments alone remain intact, and worship is conducted there as of old. Palaces and vast abodes raised around them, for the pious to stay and offer their devotions, are tottering or have already crumbled down, and the wisdom and the civilization of the times, which found expression in those holy places in a thousand ways, these have vanished away, but the temples themselves remain, surrounded by a few straggling huts, peopled by those who perform the worship there and live upon the bounty of such as visit them to pay their devotions. And the tottering structures, where lived the wealth and the beauty of the land in those times, are now inhabited by screeching bats, and in the clefts and crevices that time has made therein, are found luxuriant growths of shrubs and plants; and, for the music and religious song and the chant of the Vedas that went forth from thousands, there is heard the morning picota song of the lonely villager, sung to enliven the labour of watering his fields, and the traveller who comes there to see the old structures, which piety has raised, and the ruins indicative of bygone opulence, wonders for a few moments at those sights and disappears, as all other things there have disappeared.

II. Translate into English :—

١. خان زمان کا گھوڑا ہوائے اقبال میں اڑا جاتا

تھا کہ پھر نحوست کی ٹھوکر لگی ۔ اس میں کچھ کلام

نہیں کہ دشمن ہر وقت دونوں کے درپے تھے ۔ مگر

وہ بھی کچھ اپنے نشۂ دلاوری میں ۔ کچھ غفلت

عیاشی میں دشمنوں کو چھلغوری کے لئے موقع دیتے

تھے ۔ شکایتیں پیش ہوں کہ لڑائیوں میں جو خزانے

اور اشیاے عجیب و نفیس ہاتھ آئی ہیں سب لئے

بیٹھا ہی ۔ بھیجتا کچھ نہیں ۔ ان میں صف شکن اور

کوہ پارہ دوہاتھیوں کی ایسی تعریف کی کہ اکبر مسکر

مست ہو گئے ۔ اور یہ بھی ضرور ہی کہ جب خان

زمان اور بہادر خان کے جلسوں میں حریفوں کی

دراندازیوں کے ذکر آئے تھے تو وہ انہیں خاطر میں بھی
نہ لائے ہونگی ۔ فتوحاتِ کی مستی اور اقبال کے نشے
میں ایسے کار ناموں کو خاندان کے فخر میں چمکائے تھے ۔
اور حریفوں کے خاکے اڑائے تھے ۔ حریف ان باتوں کو
اکبر کے مامھیے ایسے پیرائے میں ادا کرتے تھے جس
میں کنایوں کے نشتر بادشاہ کی طرف چبھتے تھے *

2. ھمسری اس زلف میں اب یہ بھی ایسا ہوگیا
لو مرے بخت میں کو اور سودا ہوگیا *
کس طرح معلوم ھو حال دل گم گشتہ ھے
جو کبوتر لے گیا واں نامہ عنقا ہوگیا *
مرگ میں تھی زندگی کی آس سو جاتی رھی
کیوں بری حالت لہوو غیر اچھا ہوگیا *
چشمۂ حیوان بنا امکے لبوں کی شرم میں
پانی پانی بسکہ اعجاز مسیحا ہوگیا *
روز محشر کیا ہوا پھر کیوں شب دیجورھی
کیا ھمارا نامۂ اعمال کچھ وا ہوگیا *
جان و دل پر لشکر آرائی تھی جوش یاس کی
مفت اس بلوے میں شب خون لٹنا ہوگیا *
شربت مرگ آب حسرت شور بختی زہر غم
للہکامی میں مجھے کیا کیا گوارا ہوگیا *
حق گوئیہ ھی کیا غزل اور مومن لے پڑھی
آج باطل سارے استادوں کا دعویٰ ہوگیا *

3. ولي عہدي ميں شاھي ھو مبارك

عنايات الہي ھو مبارك *

اس امر فرخ و ھمايون كي شھرت ميں كوشش
بيھوصلگي ھي ۔ اور اسكے اخفا ميں مبالغہ خفقايت ۔
كم اپني زبان پر نہ لاؤ ۔ اگر كوئي اور كہے مانع نہ آؤ ۔
نہ اشتھار نہ استتار ۔ دورہ ھوا مگر مدت معينہ كے بعد ۔
اور پھر چھاك كا نہ آنا اور تمھارے پكارے مے متنبہ
ھو جانا مادہ كي كمي كي علامتين ھيں ۔ شدت ميں
جسقدر خفت ھو خنيمت ھي ۔ ميرے خطوط اردو كے
ارسال كے باب ميں جو كچھ تمے لكھا تمھارے حسن طبع
پر كم ميں بعيد تھا ۔ ميں سمجت بے مزہ ھوا ۔ اگر بيمزگي
كي وجوہ لكھوں شايد ايك تختہ كاغذ مياہ كرنا پڑے ۔
اب ايك بات موجز ومختصر لكھتا ھون ۔ سنو بھائي اگر
ان خطوط كا تمكو اخفا منظور ھو اور شھرت تمھارے لئے
معافي طبع ھي تو ھرگز نہ بھيجو ۔ قصہ تمام ھوا ۔ اور
اگر ان كے تلف ھونے كا الديش ھي تو ميري دمتخطي
خطوط اپے پاس رھنے دو ۔ اور كسي متصدي مے نقل
الرواكر چاھو كسي كے ھاتھ ۔ چاھو بسبيل پارسل ارسال
كرو ۔ ليكن خدا كے واسطے كہيں غصہ ميں آكر عطے تو
بلقاے تو كہكر اصل خطوط نہ بھيجدينا ۔ كيونكہ يہ امر
ميرے مخالف مقصود ھي *

WEDNESDAY, 10TH DECEMBER, 4-5 TO 5-5 P.M.
HINDUSTANI: COMPOSITION.

Write an essay on the following:
　　"The decadence in modern times of public speaking is owing mainly, if not solely, to the invention of printing."

مندرجۂ ذیل عنوان پر ایك مضمون بزبان ہندوستانی لکھو :—

فی زمانِنا فن خطابت یعنی مجالس میں تقریر کرنے کا کساد بازار اگر بالکل نہیں تو ایك حد معتدہ تك چھاپے كی ایجاد كے سبب سے ہوا ہے *

WEDNESDAY, 10TH DECEMBER, 10 A.M. TO 1 P.M.
TAMIL: TEXT-BOOKS AND GRAMMAR.

I. திருக்குறள்-இராமாயணம் - சிந்தாமணி - கந்தபுராணம் என்பவைகளைப்பற்றிச் சொல்லத் தகுவனவற்றையெல்லாம் கூடியவரையில் சுருக்கமாகக் கூறும்படி ஆங்கிலேயரொருவர் உம்மைக் கேட்டதாக வைத்துக்கொள்க. அவருக்கு அவ்வந் நூலாசிரியரையும்-நூற்பொருளையும் - அதன் பொருளியல்பை யும்பற்றி-உரைக்கற்பாலனவற்றை ஆறுவரியில் எழுதி அவ்வந் நூலேயோ, நூலாசிரியரையோ குறித்துத் தமிழர்க்குள் வெகு ஜன வாக்கியமாக வழங்குவனவற்றையும் குறிப்பிடுக.

II. 1. தமிழ்நூலின் காலவரையறையை நிர்ணயிப்பதில் அனுசரிக்கும் ஆராய்ச்சி வகைகள் எவை? அவ்வகைகளை இரா மாய்ணம்-சிந்தாமணி-கந்தபுராணம் எனுமிவைகள் விஷயத்தில் பிரயோகித்து, உம்முடைய முடிவுகளின்படி அவ்வந்நூலுக் குரிய காலத்தை வரையறை செய்க. 2. இராமாயணம்-கந்த புராணம் என்பவற்றின் கால நிர்ணயத்தைக்குறித்துக் கார்ண பரம்பரையாலும் ஆங்காங்கு வரும் பாடல்களாலும் அறியலா வனவற்றைத் தெளிவாக எழுதி, அவைகள் உம்முடைய முடி வுகளுடன் இவ்வளவு ஒத்திருக்கின்றனவென்பதை விவரிக்க. (விடை ஒரு பக்கத்திற்கு மிகலாகாது.)

III. 1. அரிஸ்டாடில் (Aristotle) என்பவர் கூறுமாறு ஒரு (Epic) காவியத்தின் செய்கையானது முதலாவது ஒரே யொரு செய்கையாகவும், இரண்டாவது தன்னில் முற்றுப்பெற்ற செய் கையாகவும், மூன்றாவது சிறந்த செய்கையாகவும் இருத்தல் வேண்டும். இவ்விதியை இராமாயணத்துக்கும் சிந்தாமணிக் கும் பிரயோகித்து, அவைகள் இவ்விதியுடன் எம்மாத்திரம் பொருந்துகின்றன என்பதை விவரிக்க. 2. இராமாயணத்தில் செய்கைச் சிறப்பென்ன? அதைக் கம்பர் எங்ஙனம் உரைக்கின் றனர்? செய்யுளேயாவது செய்யுட் சாரத்தையாவது எழுதுக. 3. (Homer) ஹோமரைப்பற்றிப் பேசும்பொழுது அடிசன் (Addison) என்பவர்—"It was the fault of the age, and not of Homer, if there wants that delicacy in some of his sentiments which now appears in the works of men of much inferior genius." (i) இதை நோக்கும்போது, அடியில் வான்மீகராமாயணத்தி னின்றெடுத்தவை, அதே ஆக்ஷேபினைக்குட்பட்டனவா என் றுரைக்க. (a) தாமரையொத்த கண்கீளாயுடைய சீதாதேவியை இராவணன், இடதுகையினுல் கூந்தலேயும் வலதுகையினுல் தேகத்தையும் பிடித்து, எடுத்தேகினுன். (b) மாயமானின் மாய வொலி கேட்டும் போகாத இலக்ஷ்மணீன நோக்கிச் சீதை இவ்வாறு கூறினுள்—"ஏ லக்ஷ்மண! என்னேக் கவரும்படியே இராமனுக்கு மரணத்தை விரும்புகிருய். இந்த எண்ணத்தி னுலே நீ உன் தமயனிடம் போகாதிருக்கிருய்; இது சத்தி யம்." (ii) மேலேயவற்றைப்பற்றிக் கம்பருடைய கருத்து என்னவென்று உமக்குத் தோன்றுகின்றது? இவற்றைத் தமது இராமாயணத்தில் கம்பர் எங்ஙனம் அமைத்திருக்கின்றனர்? செய்யுளேயாவது செய்யுளின் சாரத்தையாவது எடுத்தெழுதுக.

IV. 1. அசனி-அத்தவாளம்-ஈமம்-கறங்கு-சீழ்க்கை-ஞெள் எள்கள்-நிசி-முழை: சொற்பொருளெழுதுக. 2. கம்மியர்-வாரம்-உலகம்-செப்பு-இஞ்சிரும்-போச்சு-மிலேச்சன்-குப் பாயம்: இவ்விரண்டெவரிக்கு மேற்படாமல் குறிப்பெழுதுக. 3. மூருந்துநழையிற்றினுள்-வாசகாநரேதியாள்-ஆதிண்ட குற்றி-வெதிர்ங்குதைச்சாபம்-பால்படஞ்சும்மை-ஆமையினிருக்கை யன்-சொல்லேருழவர்-இத்தொடர்கீள விளக்குக.

V. கானத்தினெனமொத்தகீனயிருட்சுழமுன்மற்றவ் [ட வேனத்தினெயிற்றையொத்தகிளம்பிறையதீனப் பூண் கோளெத்ததண்டமடந்தக் கூரெயிறு குத்தருமுத்தந் தாஞெத்துவிளங்குகின்ற தாரகாகணங்கீளெல்லாம்,

1. இதற்குப் பொழிப்புரை யெழுதுக. 2. இப்பாடலி
லுள்ள உவமான உவமேயங்களேத் தனித்தனியே எடுத்துக்
காட்டுக. 3. ஒத்த-கோன்-பிறை: இலக்கணக்குறிப்பெழுதுக.
4. இருட்குழல் - விளங்குகின்ற தாரகாகணங்கள் - விதியுடன்
சந்தியிலக்கண மெழுதுக. 5. "ஈறபோதவிடையுச மிய்யா
தல், ஆதிநீடலடியநரலேயாதல், தன்னெற்றிபட்டன் மூன்
னின்ற மெய்திரிதல், இனிமிகவினேயவும் பண்பிற்கியல்பே".
மேலேச்செய்யுளில் இதற்குதாரணஞ் சூத்திரத்தோடு பொருத்
திக் காட்டுக.

VI. ஏவுஞ்செய்கலான் மூன்றேமூனவ்வுயிர்
     போஒமளவுமோர்நோய்.

1. பதவுரைவேண்டும். 2. செயகலான் - தேமூன்-உறு
ப்பிலக்கண முறைக்க. 3. இரண்டாவது அடியைப்பற்றி வழங்
கும் உலக வழக்கென்னே ? 4. மூதலடிக்கிணைந்த பழமொழி
யாது ? 5. முதலடியின் கருத்து இராமாயணத்தில் எங்கே எவ்
விதம் அமைந்திருக்கிறது ? 6. இப்பாவை அலகிட்டுக்காட்டுக.
7. "வைதாலன்னவாளிகள்" என்பதற்குத் திருக்குறளில் மேற்
கோள்காட்டி விசேட மெழுதுக.

VII. 1. அடியிற்கண்ட செய்யுட்களுக்குப் பொழிப்புரை
க்க :—

(a) முடிநாட்டியகோட்தெயத்துமுற்றவுற்றுன் முது
                  [கங்குல்
விடிநாட்கண்டெங்கிளிமிழற்றுமென்சொற் கேளா
                  [வீரற்காண்
டடிநாட்செந்தாமரை யொதுங்குமன்னமிலளால்
                  [யானடைத்த
கடிநாட்கமலத்தெனவிழ்த்துக் கா ட் டு வ ர் ன்
                  [போற்கதிர்வெய்யோன்.
(b) நாழியுளிமூது நாகான்கன்றுதின்னெழீ ந்த புற்
                  [ரேய்த்
தூழிதோறுவுந்தோழும்போன்றுடன் மூக்கவெ
                  [ன்று
தாழிருங்குழலினுள் நெய்தலேப்பெய்துவாழ்த்தி
மூழைநீர்சொரிந்து மொய்கொளாய்ச்சியராட்டி
                  [னுரே.

2. இவைகளிலுள்ள அணிகளே விளக்க. 3. மிழற்றும்-
போன்று-மூக்க: இவைகளின் பகுதியென்னே ⁕4. முதற்பாட்

டில் கேளா என்பது என்னசொல்? அது வேறு இரண்டுவித
மாய் வரும்படி சிறு வாக்கியங்களில் வைத்தெழுதுக.

VIII. 1. தென்னிந்தியாவில் மூர்த்காலத்தில் நிரைகவர்த்தலைப்
பற்றிச் சிந்தாமணியில் அறியலாவதைப் பத்துவரிக்கதிகப்படா
மல் எழுதுக. 2. உடன்கட்டை யேறுதல்-வேத குளித்தல்-
சந்நியாசி லக்ஷணம்-பேரரசரைக்கண்ட சிற்றரசர் செய்யுமரி
யாதை : இவற்றைக்குறித்து உங்கள் பாடங்களால் அறிந்ததைச்
சந்தர்ப்ப சகிதமாகச் சுருக்கி யெழுதுக. 3. "புண்ணிலாம்
பெரும்புழையிற் கனுமழைந்தாலெனச் செயியிற் புகுதலோ
டும்"—இக்கருத்துச் சிந்தாமணியில் எங்ஙனம் அமைக்கப்பட்
டுள்ளது? 4. (a) "இல்லாது பிறவாது—அள்ளாது குறை
யாது." (b) "விசாசகாலே விபரீதபுத்தி" இக்கருத்துகளே
இராமாயணத்தில் கம்பர் எவ்விடத்தில் எவ்வாறமைத்திருக்
கின்றனர். 5. (a) "ஆணல்லன் பெண்ணல்ல நல்லா அவியு
மல்லன்"—திருவாய்மொழி.

   (b) "........................திங்கட்சுடர் பட்டுக்
        கொப்புளங்கொண்ட குளிர்வானே—யிப்பொ
                                                [முது
        மீன்பொதிந்து நின்றவிசும்பென்ப தென்கொ
                                                [லோ"—நளவெண்பா.

   (c) "தீமுசனைய ரக்ஷணகாத வார்த்தை சொல்லச்
        செயியிற் கைவைத்தே யந்ததேவி
        ஒமபிண்டத்தமுதை நாயிச்சைப்பட்டதுபோ
        லுரைத்தாயென்னடா அடபாவி."—இராமா

        இக்கருத்துள்ள கம்பராமாயண அடியையாவது செய்யுளே
யாவது எழுதுக. 6. ஒரு யூத ஆசானுடைய (Jewish Rabbi)
அடியிற்கண்ட வார்த்தையை Dean Stanley என்பவர் மேற்கோள்
காட்டியிருக்கிறார் :—"I have learnt much from my masters,
more from my companions, most of all from my scholars"—இக்க
ருத்தையைந்த நன்னூற் சூத்திரம்வேண்டும். 7. "அயில்போலுங்
கண் யேறுண்டவ் வழிபுண்ணீர் சோர, மயில்போல வுயிர்போ
கிக் இடக்கின்றுண் மருங்கணேந்தெ, இயிர்போல் வாயுனக்கிது
வென்னுற்றதென மத்தெறிதண், டயிர்போலக் கலங்கியறிவழி
ந்து மனஞ் சாம்பினுன்"—திருவிளையாடல். இச்செய்யுளின்
இறுதியடியிலுள்ள உவமை பொருந்திய பாட்டினடியைச் சிந்
தாமணியினின்றும் காட்டுக.

IX. 1. செய்யுளாவதியாது ? செய்யுளுறுப்புக்களென்ன ?
2. (a) இயற்சீர் வெண்டளேக்கும் ஆசிரியத்தளேக்கும், (b) வெண்
சீர் வெண்டளேக்கும் கலித்தளேக்கும், (c) நேரிசை ஆசிரியப்பா
வுக்கும் நிலேமண்டில வாசிரியப்பாவுக்கும் உள்ள வித்தியாசம்
என்ன ?

WEDNESDAY, 10TH DECEMBER, 2 TO 4 P.M.
TAMIL : TRANSLATION.

I. Translate into Tamil: [See Hindustani Translation paper,
age 226.]

II. Translate into English :—

1. உஞ்சுபிழையாயுறவிணேெமெனவுன்ஞு
நெஞ்சுபறைபோதுமதனீநிணேயகில்லாய்
அஞ்சுமெனதாருயிரறிந்தருகுநின்ரூர்
நஞ்சுநுகர்வாரையிதானன்றெனதுநன்றே.

2. எம்பிக்கும்மென்னன்ணேதனச்குமிறுதிக்கோர்
அம்புய்க்கும்போர்வில்விதனக்குமயணிற்கும்
தம்பிக்குந்நம்மாண்மைதவிர்ந்தேசயநிற்கும்
கம்பிக்கும்மென்னெஞ்சவென்றேகவல்கின்றேன்.

3. கோலிழுக்குற்றஞான்றே கொடுமுடிவரையொன்றே
[றிக்
காலிழுக்குற்றுவீழ்ந்தென்கருந்தலேகளேயயுற்றேன்
மால்வழியுளதன்றுயின்வாழ்விணேமுடிப்பலென்றே
யாலஃவித்தீணயதெண்ணி யழிவிணுளகன்றுநின்றே

4. நிலவுலாயியகககனமாநீபொற்கடலில் [ன்.
குலவுகின்றதோர்பொருளெலாங்கொண்டு ெகாண்
[டெ஖
யுலகின்ல்குவான்மூயலெனுமொருமகனுப்ப்பச் [ள்.
செலவுகொண்டதோர்தோணிபோன்றதுசிறு திங்க

5. பொய்படு மொன்றே புணேபூணுங் கையறியாப்
பேதை வீணேமேற் கொளின்.
அறிவிலார் தாந்தம்மைப் பீழிக்கும்பீழை
செறுவார்க்குஞ் செய்த லரிது.
இணேதாக முண்மரங் கொல்க கிளேயுநர்
கைகொல்லுங் காழ்த்த விடத்து

6. நட்டுச் செய்தற் காவாஅரப் பெற்றதலும் பெற்றூந்
செய்யுமுபாயமும் செய்தாற் திரிபின்றி நிற்றலுமுதலிய அரிய
வாகலின் நட்பிற செயற்கரியனவில்லை யென்றும், செய்தாற்
பகைவரஞ்சி வினைதொடங்காராகலின் அதுபோல வினைவாரா
மைக்கு அரிய காவலில்லை யென்றும் கூறினர். நட்புத்தான்
இயற்கை செயற்கையென விருவகைப்படும். அவற்றுள் இயற்
கை பிறப்பு முறையானுழைதூஉம் தேயமுறை யானுழைதூஉமென
விருவகைப்படும். அவற்றுள் முன்னையது சுற்றமாகலின் அது
சுற்றந்தழாஅலினடங்கிற்று ; எனையது பகை யிடையிட்ட தேயத்
ததாகலின் அது தூணவலியென வலியறிதலுள் அடங்கிற்று.
இனி ஈண்டுச் சொல்லப்படுவது முன்செய்த வுதவிபற்றி வருஞ்
செயற்கையே யாசலின் அதன் சிறப்பு இதற்குக் கூறப்பட்டது.

## TAMIL : COMPOSITION.

[See Hindustani Composition paper, page 230.]

அடியில் வருவதைப்பற்றி ஒரு வியாசம் எழுதுக :—
"சற்காலத்தில் சபாபிரசங்கசக்தியின் கூஷ்ணத்திற்கு அச்
சுப்பிப்பிளனுர்பத்தி முற்றிலும் காரணமா யிராவிடினும் முக்
கிய காரணமாயிருக்கிறது."

## TELUGU : TEXT-BOOKS AND GRAMMAR.

I. ప్రబంధపరమేశ్వరుండు, శంభుదాసుండు, అనువిరుదులు
నృసింహపురాణకవి కేల కలిగెను ? అతనిగురు వెవ్వండు ? అతని
యితర్రగ్రంథము లేవి ? అప్పకవి రెప్పటివాండు ? ఎచ్చటివాండు ?
అతండు ప్రస్తావించిన హేమచంద్రభల్లటూ ర్వర్వాల గ్రంథములం
గొన్నింటిం జేర్కొనుండు. అప్పకవికి ముందు ఆంధ్రిశబ్దచింతా
మణికి మరెవ్వరు తెనుంగున టీక వ్రాసిరి ?

II. మనువసుచరిత్రలతారతమ్యమున విద్యావినోదిదిబిరదాంకితు
లిట్లు తెలిపి యున్నారు :—

"Both of them (Allasani Peddana and Bhattumurti) had
the capacity and the worth to figure as epoch-makers. Both made
the effort. But one alone of them, i.e., the latter of them, came

off triumphant. . . . . That the epithet ' పిల్లవసుచరిత్ర '
should be approvingly bestowed on later works of poetic art and
be exulted in, is proof positive of the dominance of Bhattumurti's
methods."

ఈ విషయమున మీ సిద్ధాంతమును వివరింపుడు.

III. 1. ఈ క్రిందిపద్యములయర్థమును వివరింపుడు.

కంజనయనావిలోచనఖంజనయగ మెదటుప్రవాలంగనివసుపాలో
రంజిలుట దెలిసిశంబరభజనుడతినిశితవిశిఖపంక్తి నగల్చ్ఞె.
సారథిఘాందసుండుబడిసాగ దుచక్రయ్యంగంబుప్రాంతపం
చారపుగుట్టమ్మ లఘియు శౌర్యమునందరమానిసాత్త్వ
స్తారముఖుడఖండఖండములు తానటమాసవిరయం చుదచుత్పరిఙ్ఞ
దేరలు నవ్వు శంకరునితేరిని గేతనకింకనిఘ్నివ.

2. ఈ క్రిందిపద్యము నచ్చ తెనుగుగా ననుపదించి యందలి
శబ్దాలంకారములను వివరింపుడు:—ఖేటఘట భాషణోద్ఘటాఖేట
ఘటుల। కుటిల కటు కట్టాత్కట్తుణ శ్లోభబద్రిఱ। మతిరభసభాస
మాన యానాభిమాన। రామ విక్రియాకులము వరాహకులము ॥

IV. 1. ఈ క్రింది పదమలవ్యుత్పత్తిని వివరింపుడు:—పచరించు,
గయాశి, వయాశి, ఆవటించు, అశోకము, కృష్ణ ద్వైపాయనుడు,
పాషండుడు, 'చౌపవిభక్తికము, శోకూయమానము.

2. పరిఖ-పరిఘ (ఆగడ్త), తద్దులు-తజ్జాలు, పంక్తి-పజ్క్తి-,
ఆహోదిషము-అహోబలము, పధిశ్రమము-పధ్శ్రమము:—ఈ జంట
రూపములలో సాధుత్వాసాధుత్వములను సిద్ధాంతీకరింపుడు.

V. 1. ఈ పదమల యర్థములం దెలుపుడు:—పేరణి, కర, వా
యము, ఇసిరింతలు, సారిసత్తులు, ఉల్లఅము, కుదుంబంబు, చౌ ఢికం
బు, పృథితంబు, కా (కళాపదము). 2. ఈ పదమలకు రెండేసి
యర్థములు వ్రాయుడు:—చాగు, బుగ్గ, కానుపు, మానవుడు,
విసంబు. 3. ఈక్రిందివానియర్థమును నిర్ధారింపుడు:—ఘన గర్జన్సకి
లించువాయవము, మినుకుటూర్పులవాడు, ప్రామట్టిక్రినీడ విడిది
ప్రోడ, చక్కెర ఖాణపు దేజి.

VI. ఈ క్రిందివానియందు పొరఁబా ట్లున్నచో దిద్ది వీని యర్థ మును వివరింపుడు :— 1. స్మరళ శితటిదజపవమానరవిసుధాసలిల మునిజనత్సారిష్టాసురమృత్యుజ్వలనఁ జెలఁగుసురవేశ్యలు గొలిచి రంత సుబ్రహ్మణ్యుఁ. 2. హరఁగుత్తకనగాఁ శిరసునఁబోలఁదాల్చిన జటాచ్ఛటలీలశిఖి వెలుంగ. 3. ఎక్కుఁడు వేఁక్కఁగ్రోలికొని యొందఁక యున్నఁ బయెొధి పల్ల ఊర్ గ్రక్కడినో సుభీకరణకాంతిచయం బు ననంగ. 4. శీతాంశోరమ్మతౌర్పణం బనుక్రియఁ. 5. కొరక వ్యూహమోహనముక్తావళి దాల్చె నీతఅుగుగాదు.

VII. ఈ క్రిందివానిలో వక్తను శ్రోతను వర్ణ్యమును ప్రకరణమును డెలిపి యర్థమును వివరింపుడు.—1. పాదరసమర్దలనుంబోలెఁ జం పం దలంచి. 2. తాఁజెడ్డవాఁడు వెనకయ్యఁచేతికి వెస లిచ్చెఁ. 3. డాఁగంబోయి తలారివారియెొదురఁ డాఁగంగ నీ కెటికిఁ. 4. ఏల బ్రైడిద్ద లఁక్రింఁడైన ననూన వాగ్గ్రీహణ మేఘాశ క్తి విం బాఁకికిఁ. 5. జ్ఞాతి శ్రీదనలేన కిమ్మనెదు వాచారూఢి సత్యంబుగాఁ.

VIII. 1. ఎట్టిపదములందు నలరడలయుత్వంబునకు లోపం బగు, నెట్టిపదంబులం గాదు ? 2. అక్కఁరము పరమైనప్పుడు ఏనిశ్భ్రము నకుం గలుగు సంధికార్యము లేవి ? 3. త్రివిక్రమ భల్లటాధర్వణ మతసంధులేవి ? 4. పెంపు పరీక్షింపఁమె, వీఁడ్లలోఁబేంచిన—ఇటఁ బ్రాసమండలి యా వకారగకారాదేశములు సాధువులా ? ఈ విష యమున—అప్పకవి, చిన్నయసూరి, సీతారామాచార్యుల, - వీరియభి ప్రాయములం దెలుపుడు. 5. పల్లవపుటూర్చిడఁగరాదు—ఇందలియిత్వ సంధి శాస్త్రీయమో చర్చించి, మీపాఠగ్రంథములనుడి యాసంధికి ఇఁక మాఁ దుదాహరణము లిందు. 6. భూతప్రథమపురుషేకార సంధి, కిష్మీసంధి, అనుకృతిని నిదువకం గుఅించ యగుట,—ఈ విష యములందు అప్పకవి చిన్నయసూరుల మతములం డెలుపుడు.

IX. 1. నలువదితొమ్మిది రూపంబులు గొనియు—ఎవర ? 2. అష్టై శ్వర్యములు, పంచధారలు, చతుర్విధ ధావితములు—అనసేవి? 3. హుమా

రస్వామి శివునికిం గానుక యిడినము తైంపుంజరిత్ర మేమి ? అది పార్వ
తీపరమేశ్వరులకు ఏయే యవయవమునందు ఏయే యలంకారముగా
నొప్పినది ? 4. " ఒప్ప కుందిది నగపుత్త్రికక్ష్ట "—ఎప్పుడు, ఎట్లు ?
5. హంసడించికల సేన యోడనగనడిచె"—సామ్యమును వివరింపుడు.

X. ఈ క్రిందివానియందు గలయర్థాలంకారములం భేర్మ్కొని
నిర్వచించి సమన్వయము సేయుడు :—

     1. కావుకావనుట రక్కసుల మూకనె కాని
       ననిచె నీయెడ సింహనాద విహృతి.

     2. ఒక నాడుందీర్ఘోపయోగిగానిశకుందు
       నొదల ధరియించు నభ్ర్రీగంగ.

     3. అతనితోవిగ్రహింప దొరకనొన వచ్చు మనకు
       మద్దులు మునింగి పాఱి వెంపల్లు తమకెంతబంటి యనుట.

     4. ఊర్మికలు కంకణాకృతి నొనరె నపుడు.

     5. కామినులు విన్నవించిరి
       కోమలకోహూయమానకోకిలఘనితీర.

XI. 1. ఇంపారగా నాతిర్ఘం బెతీంగింపు మాతం బరమోదాత్త
ప్రబంధోక్తుల-ఇందలియతిసాధత్వమును స్థాపింపుడు. 2. నస్మరం
గనలించి బ్రతుకం గన్నారు లేకు—ఈ యతిని చచ్చింపుడు. 3. కేఫ
మునకం బ్రాసమైత్రి గలస్వరమం దెలిపి మీ పాఠగ్రంథంబులందు
దేనినుండియేని ఉదాహరణ మిండు. 4. హాయగతిరగడస్వరూప
మేమి ?

────────

WEDNESDAY, 10TH DECEMBER, 2 TO 4 P.M.
TELUGU : TRANSLATION.

────────

I. Translate into Telugu : [See Hindustani Translation paper,
page 226.]

Translate into English :—

1. తోలుదొలుతర్క విలోలగతిc దొంగలిఇప్పల నాని కర్ణకం
    డలుచువిఛాఖధర్మ్యములదాపున నల్లనc బొంచి మించులై
    వెలువడి పూర్ణచంద్రుపయి వెన్నెలభుల్లులచాలు ప్రాలుఱి
    లల విభుమీద ప్రాలె నవలానవలాలితదృష్టి జాలముల్.

2. సాల్గం ఠెల్లెడి బ్రహ్మచారిగృహివానప్రస్థయత్న్యాశ్రమం
   బు ఠైవల్యవివిత్సు లంతిమపదంబుం గోరువా రిట్టివీ
   ర ల్గోపించిన నంతకుండు ఇెదు మీరా యోర్చువా రిమ్మెయిర
   మేళ్లీడాడక వీరిం జేరి మనుడీ మీమికుభ్రప్రాప్తికె.

3. మిడికెడిం ఠెదవులు బ్రేకులు
   మడింగెదుం గనుదోయి మొగిడె మాయెదురం గదూర
   ఠెడవీక యొడలు చేసెదు
   కడపలజపమునకు సేడు గలదో లేదో.

4. పుట్టినసాంటనుండియును బుణ్యులు సత్వల మొందునంతకం
   బట్టినకార్యు మిశ్వరుండు పట్టిన నీనిద్యఢ్రప్రతిజ్ఞు లే
   పట్టన ధర్మ్ము ల్విడనిప్సొజ్జాలు తజ్జలపాళి ఠేలుప్రం
   ఠెట్టులు పోర నైదు పదిసేయనిశూరులు వీటిరాసుతుల్.

5. ఠిక్కులతోడిశాండల ఇెఠిం దనలోన నడంచికొన్న నీ
   ఇెక్కి బలారి వంచెనొఠో యాజలపూరము పేర్చియంతయుం
   దక్కువసేయ నన్నక్రియ దందడి సెందునుం ఠేర్చి పెల్లుగా
   నొక్కుటనీరు గ్రోలెదుంబయోదసముచ్చయముల్ పయోనిధిర.

6. ఠెఅవకు హొతమారక పదివేలవిధంబుల ఇైన నిన్ను సే
   మఅవ మ ఠీషఠం జనుట మాని సుఖంబున దత్తుప్రోలుసర
   దుఅంగెలి గొన్న సమ్ముదముతో గమనింపుము ఖీమసాయకుం
   డఅగొఅ లేని ఠెల్పు నిఖిలాభ్యుదయంబులు నీకు నయ్యెదురర.

7. నీచ మగుమేను పాఅింగ ఠైచుకరణీం
   బడి సఠోయహసేత్రు సహారకరణ
   నథమలోకంబు విడిచి యయ్యమరపథముం
   జాచుటకుం బోలెం దనకం దా కేచు నతండు.

WEDNESDAY, 10TH DECEMBER, 4-5 TO 5-5 P.M.
## TELUGU : COMPOSITION.

[See Hindustani Composition paper, page 280.]

ఈ క్రింది విషయమై యొక వ్యాసము వ్రాయుఁదు.

" ప్రకృతమందలిబహిరంగోపన్యాసత్కీణదశకు అత్తరముద్రణ సృష్టి, కేవలముగా కాకపోయినను, ప్రాయికముగా కారణమయి యున్నది."

WEDNESDAY, 10TH DECEMBER, 10 A.M. TO 1 P.M.
## KANARESE : TEXT-BOOKS AND GRAMMAR.

I. 1. నృపతుంగన వతానుసారవాగి కావ్యగళన్ను విఖాగె మాడిదరె నిమ్మ పరీక్షెగె నియమితవాద గ్రంథగళు యావ యావ జాతిగె సేరుత్తవె ? 2. ఆవుగళన్ను ఈగినవరు హేగె విఖాగిసు త్తారె; ఆవ హెసరినింద కఱెయంత్తారె?

II. 1. అసదళమాయమ్ము రూపమదవుగ్గెళవాదుదుయౌవనోఁ
[దయం

ప్రొససిరివంత నాసిరియువుం జనకం వధుకొట్టినిం
[విటా

రిసుగువెఁ చీఁతనొల్ప్ప ప్రొఁడెగం గిళయంవెంఖదాగి
[యం మధు

వ్యసనిమదాళయం సహజవక్రవళిస్వియనన్య పుష్టసం ॥

2. హరిదశ్వం బందపం పాహళగెనుతరణం ఫ్యోమవిస్తీర్ణ
[రంగాం

తరవిధ్యిళ్త్తన్న తారాస్ఫుటక శకలమం నూంకుతం ఢా
[రుచామి

శవయంత్రవ్రాతదిం కుంకుమఘనరసమం సింపిసుత్తి
[ర్దస్నెంభం

త్తిరలెత్తం నీళ్వప్రొణ్మితత్తదయ సమయదోళ్ శోణ
[సౌర్యాంకు చాళ్ళ ॥

ಕ. ಕಳಕೆಗಳೆಂಬ ಹರ್ಷಪುಳಕಾವಳಯಂ ತಳೆದಿರ್ಪಳಾಮ್ರ್ಕೊ
ಮಳೆ ಮಧುಪಾವಳೀನಿನದವೆಂಬ ಕಲಧ್ವನಿಯಿಂದೆ ಮಲ್ಲಿಕಾ
ಲಲನೆ ಕಡಂಗಿಪಾಡಿದಪಳಜ್ಜಿನಿ ತನ್ನ ಪರಾಗವೆಂಬ ತಂ
ಬುಲಮುಂಗೆ ಸಕ್ಕಳ್ ವಿಕೃತಿಯಿಂಮಧುಸಂಗತಿಪೂಡ ದಿ
[ಕುರ್ವೇ ॥

1 - ಗೆ ಚಮತ್ಕಾರವು ವಿಶದವಾಗುವಂತೆ ತಾತ್ಪರ್ಯಾರ್ಥವನ್ನೂ
೨ - ಗೆ ಪ್ರತಿಪದಾರ್ಥವನ್ನೂ 3 - ಗೆ ಔಚಿತ್ಯವು ವ್ಯಕ್ತವಾಗುವಂತೆ ಅರ್ಥ
ವನ್ನೂ ಬರೆಯಿರಿ.

III. 1. ಕವಿರಾಜಮಾರ್ಗವೆ; ನಮಗೆ ದೊರೆತಿರುವ ಕನ್ನಡ ಗ್ರಂಥಗ
ಳಲ್ಲಿ ಅತಿಪ್ರಾಚೀನವಾದುದೆಂಮ ಹೇಳುತ್ತಾರೆ. ಇದಕ್ಕೆ ಆಧಾರವೇನು?
೨. ನೃಪತುಂಗನ ಕಾಲದಲ್ಲಿ ಕನ್ನಡಭಾಷೆ ಎಲ್ಲೆಲ್ಲಿ ಪ್ರಚಾರದಲ್ಲಿದ್ದಂತೆ
ತಿಳಿಯುತ್ತಿದೆ? 3. ನೃಪತುಂಗನ ಕಾಲಕ್ಕೆ ಹಿಂದೆ ಯಾವ ಕರ್ಣಾಟಕ
ಕವಿಗಳವ್ವರು?

4. ತಿರಿಸಂದೊಸಕ್ಕೆವಮಿವು
ಸರಿಯದೆಕನ್ನಡವುಂಮಂ ಸವಾಸೋಕ್ತಿಗಳೊಳ್ ।
ಕುರಿತು ಬೆರಸಿದೊಡೆ ವಿರಸಂ
ಮುರುಗುವ ಪಾಲ್ಗಳೆಯು ಪನಿಗಳಂ ಬೆರಸಿದವೋಲ್ ॥

ಎಂಮ ನೃಪತುಂಗನು ಹೇಳುತ್ತಾನೆ. ಇದರ ತಾತ್ಪರ್ಯವೇನು?
ಈ ವಿಷಯದಲ್ಲಿ ಇತರ ವ್ಯಾಕರಣಕಾರರ ಅಭಿಪ್ರಾಯವೇನು? ವಿಶದ
ವಾಗಿ ತಿಳಿಸಿ.

IV. 1. ಕೆಳಗಣವಾಕ್ಯಗಳ ಅರ್ಥವು ಸ್ಫುಟವಾಗಿ ತಿಳೆವಹಾಗೆ ಟಿಪ್ಪಣ
ಬರೆಯಿರಿ :—(a) ರಸಸಂಕೇತ ಚಿತ್ರಚೇಷ್ಟೆಯ, (b) ಕೈಯಿಂ ಶಾಲಂ
ಮುಡಿದುನ್ನು ಪಾತಕಕ್ಕೆ, (c) ಸೂಸಲೊಳ್ ಕಣ್ಣಡೆದಂತೆ ಪಡೆದಂ,
(d) ಕಾಗಿನಿಗೆ ಮಂತ್ರ ಬಿಳಲೆಲ್ವಾಗಿಕುರ್ಂ, (e) ಮುನ್ನುಡೆನೀರನು
ಗುಳ್ಳ ಫುಮೆಕೃಪಾಣಂ, (f) ಕುಂ ಸಜನಿಂಟದ ತೋಯೆರಾಶಿ. ೨. 'ಬಾಣ'
ಎಂಬ ಪದದಲ್ಲಿ ಯಾವ ಚಮತ್ಕಾರಾರ್ಥವು ಕಲ್ಪಿತವಾಗಿದೆ? ಆ ಅರ್ಥ
ವನ್ನು ಯಾವ ಆಧಾರದವೇಲೆ ನಿರೂಪಿಸಬಹುದು? ಉಪಪತ್ತಿ ಸಹಿತ
ವಾಗಿ ವಿವರಿಸಿರಿ. ೧

V. 1. " ಸತ್ಯಭಾವೆಯ ಚಿತುಕೋಕ್ತಿಗೆ ಪೌಲೋಮಿ ಕುಪಿತ ಯಾಗಿ " - ಇಲ್ಲಿ ಸತ್ಯಭಾವೆಯ ಚಿತುಕೋಕ್ತಿಯಾವುದು ? 2. ಆದಕ್ಕೆ ಪೌಲೋಮಿ ಹೇಳಿದಪ್ರತ್ಯುತ್ತರವೇನು ? 3. ಇದನ್ನು ಚಿತುಚೆಯೊದ ಸತ್ಯ ಭಾವೆ ತನಗನುಕೂಲವಾಗುವ ಹಾಗೆ ಹೇಗೆ ತಿರುಗಿಸಿಕೊಳ್ಳುತ್ತಾಳೆ ? 4. ಷಟ್ಪುರಯಂದ್ಧಕ್ಕೆ ಕಾರಣವೇನು ?

VI. 1. ಕೆಳಗಣಪದ್ಯಕ್ಕೆ ವಂಡಾಸ್ಪವನ್ನು ಬರೆಯಿರಿ :——

ಕಡೆಗಣ್ಣಂ ಕರ್ಣವೂಲಕ್ಕೊಗಿದುಗುತಿವೆ ಭಾಷ್ಪಾಂಬುಗಳ್
[ಸುಯಲ್ ಪೊಯಿಲ್

ದೆಡೆಯೊಲ್ ಸಂದೇಶವಂ ಸಂಗಳಿಸೆ ವಿಡುಕುದೂಣಂಗಳ
[ಲ್ಲಿ ಸತ್ತ್ವಂ

ಗಿಡೆ ಧೈರ್ಯಂಗೆಟ್ಟು ಸಂಕಾವಪನುರದ ಮಹಾಸತ್ತ್ವನಂ
[ಮುಳೆರ್ಪೋದಂ

ಗಡಜನ್ಮಾರಣ್ಯದೊಳ್ ಮಿಕ್ಕರನಳಿಸದೆ ವೋಕೃದಾವಾಗ್ನಿ
[ದಾ ೪ ೧ ॥

2. (a) ಕೈಕೆಗೂ ಸುಮಿತ್ರೆಗೂ ಇರುವ ತಾರತವಮ್ಯವನ್ನು ಕವಿ ಹೇಗೆ ವರ್ಣಿಸಿದ್ದಾನೆ ? (b) ' ದೊಕೊಳ್ಳದೊಳ್ಳಿತಾಯಿತು ತರುಣಿಯ ಸಂಬಂಧಂ ' ಇದನ್ನು ಯಾರು ಯಾರಿಗೆ ಹೇಳಿದರು ? ಹೀಗೆ ಹೇಳಲು ಕಾರಣವೇನು ? (c) ಅವು ಚಿತ್ರದಸಭೆ ನೆಲೆಲಿಸ್ಪದಸಭೆ ತಿರ್ಯಜ್ಬ್ಯನುಷ್ಠ ಸಭೆ - ಈ ಮಾತನ್ನು ಯಾವಂ ಆಡಿದರು ? ಇದರ ತಾತ್ವರ್ಯವೇನು ?

VII. 1. (a) ಹಳಗನ್ನಡದ ಪವಗೆಳನ್ನು ಪ್ರಯೋಗಿಸುವ ವಿಷಯದಲ್ಲಿ ನೃಪತುಂಗನ ಅಭಿಪ್ರಾಯವೇನು ? (b) ' ಯತ್ವಿಲಂಘನದಿಂದರಿಪಟ್ಟಿ ಕನ್ನಡಂ ' ಎಂದು ಕೆಲವರು ಹೇಳಂತ್ತಾರೆ. ಈ ವಿಷಯದಲ್ಲಿ ನೃಪತುಂ ಗನ ಅಭಿಮತವೇನು ? (c) " ಶ್ರುತಿದುಷ್ಟ " ಕ್ಕೂ " ಶ್ರುತಿಕಷ್ಟ " ಕ್ಕೂ ಭೇದವೇನು ?

2. ಮನದೆ ನೆನೆದವರ ಕಿಡುಗಂ
ಜಿನಾಧಿಪಾ ನಿನ್ನ ಪಾಪನಿಚಯಂ ಗುಣಮಂ ।
ಮುನಿಗಳುಮಂದರಿಂ ತ್ಪತ್ನೇ
ವಸೆಯಿಂ ಕಿಡಿಸಲ್ಕ ಪತ್ತಿದ್ರ್ ಸಂಸೃತಿಯಂಗಿ

ಇದರಲ್ಲಿರುವ ದೋಷವೇನು ? ಆ ದೋಷವನ್ನು ತಪ್ಪಿಸಿ ಇದನ್ನು
ಗದ್ಯರೂಪವಾಗಿ ಬರೆಯಿರಿ. 8. " ವಿಸಂಧಿಯೆಂಬುದು ದೋಷಂ ".
ಎಂದು ಹೇಳಿ ಉದಾಹರಣಾರ್ಥವಾಗಿ ಕೊಟ್ಟಿರುವಪದ್ಯವೃ - ಜನಪತಿಗೆ
ಪೊಸಗೆಯಂ ಪುರಜನವೆಲ್ಲಂ ಬೀರುತರ್ಿಷ್ರಾಗಳ್ ತಾವುಂ - ಎಂದು
ಅಚ್ಚುಹಾಕಿದೆ. ಇದು ಸರಿಯೇ ? ಹೇಗೆ ? ಇಲ್ಲದಿದ್ದರೆ ಹೇಗೆ ಇರಜೇಕು ?

VIII. 1. ಇವುಗಳ ಶ್ಲೇಷಾರ್ಥವನ್ನು ವಿವರಿಸಿ :—(ಆ ಚಂಡಾಲಕನ್ನೆ)
ನಕ್ಷತ್ರಮೌಲೆಯಂತೆ ಚಿತ್ರಶ್ಲೇಷ ಶ್ರವಣಾಭರಣಭೂಷಿತೆಯಂ, ದಿವ್ಯ
ಕಾಂತೆಯಂತೆ ಕುಲೀನೆಯಂ ಅರಣ್ಯ ಕಮಲ್ನಿಯಂತೆ ಮೌತಂಗಕುಲ
ದೂಷಿತೆಯಂ, ಮಧುಪೌಸಕುಸುಮಸವೃದ್ಧಿಯಂತೆ ವಿಜಾತೆಯಂ
ಪೊಗ್ದಿಗರ್ಳ್. 2. (a) ಮೌವಿನಮರದಲ್ಲಿ ಅನಂಗದ್ವಿಪತ್ವವನ್ನು ಕವಿ
ಹೇಗೆ ಆಕ್ಷೇಪಿಸುತ್ತಾನೆ ? (b) ವಯಃಪರಿಣತನಾದೊಡಂ ಬಿಸುಡಲಾ
ರ್ಪನೆ ಡಾಗಿ ನಿಸರ್ಗಭಾವವಂ. ಇದನ್ನು ಕವಿ ಹೇಗೆ ಸಮರ್ಥಿಸಿದ್ದಾನೆ ?
(c) " ಪೊಗಳ್ವಂ ಪರಿಹಾಸಕಸಂವೆಶೋಕವಂ "-ಏನೆಂದು ಹೊಗಳದನು ?
ಪರಿಹಾಸಕನ ಸ್ತೋತ್ರದಲ್ಲಿರುವ ಚಮತ್ಕಾರವೇನು ?

IX. 1. ಇವುಗಳ ಅರ್ಥವೇನು ? (a) ಬಿಟ್ಟಿಕ್ಕು, (b) ಪೊಕುರ್ಳ
(c) ತಿಂಗಣಿಗೆ, (d) ಅಜಗುಲಿ, (e) ದಾಂಗುಡಿ, (f) ಅಗುಂದಲೆ.
2. ಇವುಗಳ ತತ್ವವಂಮೂಪವೇಸು ? (a) ಗಾನ, (b) ಕಾಗಿಣಿ, (c) ಸವತಿ,
(d) ದವಳಾರ, (e) ಉಂಗುಟ, (f) ಅಸುಗೆ. 3. ಇವುಗಳಲ್ಲಿರುವ ವ್ಯಾ
ಕರಣ ವಿಶೇಷವೇಸು ? (a) ತಳೆದಿರ್ದರ್ ರಾಜಾಜ್ಞೆಯಂ ಮೂರ್ತಿ
ಗೊಂಡಳಂ, (b) ಪ್ರಣತಿರಿಪುನೃಪತಿಜೊಡಾ ವುನಿರಂಚಿತವಾದನಧಿಕಸತ್ವ
ಗುಣ್ಕಾಗ್ರಣಿಗಾ ನೃಪಂಗೆ, (c) ಕಾಲನೊತ್ತುತ್ತಿರಲ್ಯೂದ್ರಕನೃಪತಿಸುಜಾ
ಸೀನ ನಾಗಿರ್ದಂ, (d) ಅಮೃತಕಡಲೊಳ್ ಮುಳುಗಿದೆ. 4. ಇನ್ನಿ
ಸೂಚಿತವಾದ ಪೂರ್ವಕಥೆಯೇನು ? ಸಂಕ್ಷೇಪವಾಗಿ ಬರೆಯಿರಿ :—
(a) ಮೂಸಂ ವಿಕ್ರಮದಾಯಾಸವಾಯ್ದುವುಮಂ ಚಿಕ್ರಿಗೆ, (b) ದೈತ್ಯಮ
ದರ್ನನೆನಿಸಿರ್ದಂ ಕಪಟದಿಂದೆ ವಿಲಾಸಿನಿಯಾದಂ.

X. 1. ಇವು ಯಾವವೃತ್ತಗಳು ? ಗಣವಿಭಾಗಮಾಡಿ ತಿಳಿಸಿ :—
(a) ಮಹಿತರಿಪು ಸೋಪಾಲಂ ಹೇಲಾವಶೀಕೃತಮಂಡಲಂ, (b) ಉರ್ವರಾಧಿ
ಪತಿ ಕಂಡಸರ್ಜನಾ. 2. ಇವುಗಳ ಲಕ್ಷಣವೇಸು ? (a) ಮೌಲಿನಿ, (b) ಉ

ತ್ಸಾಶ.  3. ಯಮಕ, ಉತ್ಪ್ರೇಕ್ಷೆ - ಇವುಗಳಿಗೆ ಬಂದೊಂದು ಉದಾಹ
ರಣ ಕೊಡಿರಿ. 4. ಇವುಗಳಲ್ಲಿರುವ ಆಲಂಕಾರಗಳು ಯಾವುವು ?

(a) ಗಿಳಿಗಳ್ ಪಸುಚೆರಕೆಯೆಂಬ ಬಾಳೆಯ
ಹೊಸ ಬಿಜ್ಜಣಿಗೆಗಳನೆಸಗಿದುವು ತಣ್ಣೆಲಂ.

(b) ಇರ್ಪಿಲ್ಲದಿಂಗಡೆಲ್ವಧಂ
ಸರ್ಪನಪೆವೆ ಜಲಕನಾಯ್ತು ಪೊಸವೆಲ್ದಿಂಗಳ್.

<center>WEDNESDAY, 10TH DECEMBER, 2 TO 4 P.M.<br>KANARESE : TRANSLATION.</center>

I. Translate into Kanarese :—[See Hindustani Translation paper, page 226.]

II. Translate into English :---

1. ಕಿಡಿವಿಡೆಕಪ್ಪುರಂ ಸುಗಿದುವೊಯ್ದಿಗೆವಂ ಕವುತಾಧಿಪಂಡಡ।
ಲ್ಪಡೆಪೆಡೆಗಳ್ ಫಣಿಪ್ರಭುವೊಗಂದಿರಿವಂ  ದೆಸೆಯಾನೆ ಮೂ
[ಕ್ಕೋರ
ಲ್ಪಡೆಯೆದೆತ್ಗ್ಗಿ ಮುಗ್ಗಿ ದುವಿವಕ್ಕ್ತ ಭಾರದೊಳದಸ್ಕೆದೆಯಂ।
ಕಿಡಿಸಿತೆನೆಜನ್ನಿಂತಳ್ವುದ್ದಿ ನೆಲಸಂನಿಜಬಾಳು ದಂಡದೊಳ್ ॥

2. ಕುವೆಸೆದೆತ್ತು ಕಣ್ಣಿನಲವಿತ್ತು ವಂನೊಣ್ಣ್ಣ್ಕತೆವೆತ್ತು ತಳ್ಳಿ ಸಿಂ।
ಗರಗಳಬಿತ್ತು ವೈಭವದಗೆತ್ತು ವಧ್ಷ್ಟೆದವಿತ್ತು ಲೋಕಕವೇ।
ಳ್ವತಲೆಗುತ್ತು ಫೂವನಿಶ್ತಾಳವದವೂಗುತಿಮಂತ್ತುನೋಡಲ।
ಟ್ಟಿರಿಯುನತೆತ್ತು ಕುಂಡಿನಪುರಂಮಣಿವಂಡನಭೆಟ್ಟೆಗೋಪುರಂ ॥

3. ಮತ್ತ  ವಃಲ್ಲಿಕೆಲರ್ಷೆಯನಿಪ್ರಣಾಯಂ  ಕಲಾಕುಶಲಂ ಮಃ
ಡಾತ್ತ ರಾಘವಸಲ್ಲದೆ ಪದಪಲ್ಲವರಾಗವಿಂ ನಿಬಿಲಪರಿಜನವಂನೊಲ್ರಾಗಫು
ನೊಡೆ ವಿಸಲು ಮುನಾಯ್ಕರ್ಯೆ ವಿಯ್ಯಕ್ಕರ್ಚಿನಯೆಂಇದ್ಧ್ಯಾ ಸಿಂಹಾಸನವೆಂ ಪೆದ್ದು
ಳ್ವಮಿರಿಸಲಂಕಿಂಚಿದುನ್ನ ಮಿತಭ್ರಾಲತಾಂಚಲದಿಸಬಿಲೆಯೊಡೆಕ ಮುನೊಃ
ರಥವೆಂ ಸಫಲಂಮೊಡಲಂ  ಭುಜಪ್ರತಾಪತಶನತಾಪದಿಸುದ್ದ್ಯತ್ತ ರಾಜ
ವಂಡಲವಂ ಮಸುಳಿಸಲಂ ನಿಷ್ಕ್ಯಶಕ್ಯಕ್ಷಣ ಧಾರಾಜಲಧಿಯಿಂ ಕರ
ಣಾಗತ ಕುಚ್ಛೆತ್ಕುಳವು ನೊಳೆಕೊಂಡು ಕಾಯಲುಂ ಪೆಃರ್ಸ್ಣೆಃತ[3]ಯ
ಳೆದು ಕೈಕೆಯ ಕೈತವಕ್ಕೆ ಕಳಲೊಡ್ಡಲ್ದ ನಡಿವಸುಡಿಗಳ ನಾಃಸು

ತ್ತುಂ ದಿವಸದವಸ್ಫೂನ ಸಮಯದೊಳ್ ಪ್ರದರ್ಶಪರ್ಭಾಗದರ ಘಟ್ಟ್ಮೂರಕರ
ಐಸದಿಯಂ ಫೊಕ್ಕಂ. 4. ಎಲ್ಕ್ ಕುಪಾನೆ ವಿದಿತಸರ್ವ್ವಶಾಸ್ತ್ರಸಾಗಿ
ವಿನೀತಸಾದ ನಿನಗೆ ೪ಿಸಬೇಕ್ಕಾದುದೇನೂ ಇಲ್ಲವಾದರೂ ಈ ಪ್ರಸಂಚಿಕ
ದಲ್ಲಿ ಮನುಷ್ಯರಿಗೆ ಲೋಕ್ಕೋತ್ತರವಾದ ಸಿರಿನವಯೌಮವನರೂಪ್ರು
ಪ್ರಭಂತೆ ಇದೊಂದೊಂದೂ ದುಸ್ಸಹವೆನಿಸುಪ್ರುದು. ಇವು ಬದವಿದಾಗ
ಎಂತಶವರಿಗೂ ಭಾವವೇ ಭಿನ್ನಿಸುಪ್ರುದು. ಆಗ ಮಾನಸಿಕ ವಿಕಾರವಿಲ್ಲ
ದವೇ ವಿಶಳಪು. ಸಿರಿಯೆಂಬಜ್ವರವೈ ವ್ಯಕ್ಕ್ಯೋತ್ತ್ಮಾರಣಪಂ ಕೆಡಿಸು
ಪ್ರುದು. ಭಕ್ತ್ಯದ್ವೇಷವನ್ಸುಂ ೧ಎಮಾಡುಪ್ರುದು. ಪ್ರಾಯವು ಪ್ರಾಣಾಪದ
ದಂತೆ ಪ್ರಾಸ್ತವಾಗಿ ಕಣ್ಣು ಕಾಣಿಸುತಿದ್ದ್ರೂ ಕಿವಿಕೇೞಿಸುತಿದ್ದ್ರೂ ನಿಂ
ದ್ರಿಯರಿಗಿಂತೆೞಿ ಅಂತು ತತ್ತ್ವಪಂ ತಿಳಿಯಲ್ಕೇಯದು. ಆ ಐಸಿರಿಯೂೞಿ
ಮತ್ತ್ಮೆಯಂ ಮುನಸ್ಕೆ ಕ೪ಿಸಿ ಸವಸಸ್ಮ್ವಿವೇಕವಂ ಸೂಕೆಗೊಂಡು ಕಾಘು
ಸಪವಾಸವಂ ತಪ್ಪಿಸಿ ಸರ್ವ್ವಸುಖಸಾಧನವೆನಿಸಿ ತಾನೇ ಶಾಶ್ವತವೆಂಬಂತೆ
ಮೂನಸಂ ವೆೞಿಸಗೊೞಿಸುಪ್ರುದು. ಹಲವುಮಾತೇಕೆ ? ಮುಖ್ಖಿವಾಗಿ
ಮಾನ್ಯ್ಸರವಮಾನಿಸದೆ ಖಲರಿಗವಕಾಶಗೊಡದೆ ಆಯ್ರ್ಯವಯ್ರ್ಯಾದೆಮೊರದೆ
ಅಯವ್ಮ್ಯಯಗಳಲ್ಲಿ ಮೂರ್ದರ್ಶಿಯಾಗಿ ಪ್ರರ್ತ್ತಿಸುತ್ತ ಉಟಿತ್ತ್ವವರಿದು
ದ್ಯೀಣಾ ೀಥವಿಸನ್ನರಲ್ಲಿ ದಯೆಮಾಡುವ ರಾಜನೇ ಪ್ರಕೃತಿ ರಂಜಕನೆನಿಸಿ
ಇಹಪರಗಳಲ್ಲಿ ಸುಖಿಸುಪಸು.

KANARESE : COMPOSITION.

[See Hindustani Composition paper, page 230.]

" ಈಗಿನ ಕಾಲವಲ್ಲಿ ಸಭಾಮಧ್ಯದಲ್ಲಿ ಭಾಷಣಮಾಡ೯ವುದು
ಕ್ಷೀಣಾವಶೆಗೆ ಬರುವುದಕ್ಕೆ ಮುಂದ್ರಣವಿದ್ಯ್ಮಾ ಕಲ್ಪನೆಯೆಂದೇ ಕಾರಣವಲ್ಲ
ದಿದ್ದರೂ ಆದು ಮುಖ್ಖಿವಾದ ಕಾರಣವಾಗಿದೆ." ಈ ವಿಷಯವನ್ನು
ಕುರಿತು ಒಂದು ಉಪನ್ಯಾಸವನು ಬರೆಯಿರಿ.

MALAYALAM : TEXT-BOOKS AND GRAMMAR.

I. ഉദ്ധരിയാഗം ആട്ടക്കഥ ആശ്ശി എവിടെ വെച്ച ഏതുകാലത്ത
ഉണ്ടാക്കി. ആശത ഗ്രന്ഥകത്താവ ഉണ്ടാക്കിയ വേറെ ൩ണ്ട ആട്ടക്കഥ

കൂടെ പേരുകൾ പറക.   അട്ടക്കഥയിൽ പ്രഥമ്മെന്നീയനാൽൻി
മലബാറിലും കൊച്ചിയിലും ഉണ്ടായിതന്ന കവികൾ ആ ർ.  ആ ധുനീക
വിദ്വാന്മാരുടെ കൃതികളിൽ  ഏതു   അട്ടക്കഥ കളോത്രും ഇത നോട
ഒത്തതായ ഒരുപരാചി ലഭിച്ചിട്ടുണ്ട.

II. ഭക്ഷയാഗം കഥകളിയുടെ  മൂലഗ്രന്ഥം ഏതാകന്നു.   അട്ടക്കഥ
ക്കാചശ്വരായി പുരാണ സംഗതികളിൽ നിന്ന എന്തെല്ലാം ഭേദഗതി
കൾ ഇതിൽ ചെയ്തിട്ടുണ്ട.   ആ ഭേദഗതികളെക്കൊണ്ട കവിതകണ്ടാ
യിട്ടുള്ള ഗ്രന്ഥഭാഗങ്ങൾ എന്തെല്ലാമാണെന്ന എഴുതുക.

III. 1. ചൂതങ്ങളിൽ മധുപദപാതങ്ങൾ വാഴ്ന്നു
        ചൂതശരനാലീപിളാതമൂത്തു പോലെ.

2. എല്ലാ രൂപ്ജ്ജത്തിനു രൂൃതക്ക കാരുചാ പായൽ പതിഞ്ഞീടിലും.
ഇചക്ക ഏകദേശ സാദൃശ്യമുള്ള പദങ്ങൾ ഭക്ഷയാഗത്തിൽ നിന്നാ
കുമാരസംഭവത്തിൽ നിന്നൊ എടുത്ത എഴുതുക.   3. ഭേദവല്ലിയുടെ
മുഖത്തെ വണ്ണിക്കുന്നതായ ശ്ലോകം എഴുതി അതിലുള്ള അലങ്കാരത്തെ
വിവരിക്ക.

IV. തിഭരാഹിഭത ഭാഗൂതാരൂനീശുഭര
    വിഭയാഗതാപാഭഥ വിഹ്വലാന്തരീ
    വിഹാഴ സാൽമാദ വീലാസമാസ്ഥിതാ
    കുഭുഭതീവാമികലാകഭലക്ഷിതാ.

ഈം ശ്ലോകത്തിന്റെ അത്ഥം എഴുതുക.

V. 1. സംസ്കൃതഭാഷയിലുള്ള ഒരു  കവിതയെ മലയാളഭാഷയിൽ
ആകുംപോൾ ഉണ്ടാവുന്ന പ്രയാസങ്ങൾ എന്തെല്ലാമാണെന്നാണ മന്നാടി
യാതുടെ അഭിപ്രായം. 2. (a) രാവണൻറ സ്വഭാവ ഗുണങ്ങൾ
ങ്ങൾ എന്തെല്ലാമാണെന്നതിന്ന  അവൻറ വാക്കുകളിൽ നിന്നും.
(b) അവൻറ അനുചരന്മാരുടെ വാക്കുകളിൽ നിന്നും.  (c) അവ
ൻറ എതൃഭാഗക്കാരുടെ വാക്കിൽ നിന്നും ഗ്രഹിക്കാവുന്നേടത്താളം
ചുരുക്കി എഴുതുക.

VI. 1. " ഗതി നമ്മുടെ വംശത്തിനു
        ചതിയെന്നല്ലാതെ യില്ലമറൊന്നം."

ഇത ആർ ആരോട പറയുന്നു.   ജാനകീ പൂർണയത്തിൽ കൂ ൭

ഞ്ഞിച്ചതായ ചതി എന്തെല്ലാം; എല്ലാം എങ്ങിനെ കലാശിച്ചു. 2. "സു
രണ്ൻ:—എന്നാൽ ഇങ്ങിനെ (എന്ന ചെറിയിൽ പറയുന്നു.) താടക:—
(സുന്താമക്കത്തോടു കൂടി) ഉണ്ണീ! നിന്റെ ആലോചന നന്നായില്ലീ
ക്കുന്നു." ആലോചന എന്തായിരുന്നു? 3. കരാളൻ :—മാരീചനെ
കുറിച്ചുള്ള വിചാരം കൊണ്ടു പ്രകൃതത്തിന്ന വിപരീതമായിട്ട ഞാൻ
ചോദിച്ചുപോയി – പ്രകൃതം എന്ത? ചോദ്യം എന്ത?

VII. 1. രാമൻ സീതയെ ഒന്നാമതായി കണ്ടന്നെതു എപ്പോഴ്ഴണ.
അ വക്ക അന്യോന്യം അതിന്നു മുമ്പായി അനുരാഗം ഉണ്ടായ്വീന്ദ്ധു
ഏതു വിധം? 2. ശതാനന്ദശിഷ്യൻ രാമനെ വണ്ണിക്കുന്നവിധം,
രാമന്റെ ചിത്രപടം കണ്ടീച്ച രാചണന്നും വിഭൃഷ്ണിഹപന്ന തോന്നന്ന
തായ അഭിപ്രായം, രാമൻ മാൻ പേടകളുടെ നോട്ടത്തെ വണ്ണിക്ക
ന്നതു. ഒരു ശ്ലോകങ്ങൾ എഴുതുക.

VIII. 1. രൂപം പൂണ്ടൊൻ രക്ഷകലാശിരാരതമേ! ഞാനഹല്ല.

2. പടഗജാരാന്ത തണ്ടാർ വല്ലികൊമ്പത്ത തുക്കും,
പടികരമതിലേന്തീട്ടത്തു പാഞ്ഞാൻ ഗിരീന്ദ്രൻ.

3. മരാമ കന്യാമിച മാനനമഗതാം.

4. ഗ്രത്രചിനെ നീയെന്നൊരുമൊഴി ചൊന്നാൽ
ഗ്രത്രവാധം ചെയ്യുഫലം വത്തമെടൊ.

മേൽ എഴുതിയ വരികളുടെ വൃത്തം ലക്ഷണങ്ങമെ കണ്ണിച്ചു
എഴുതുക.

IX. 1. സ്ഥിതഃ പൃഥീവ്യാ ഇവ മാനദണ്ഡഃ

2. ഏകാഫിദോദക്ഷാ ഗ്രണസന്നിപാതാ
നിഭ്രന്തീന്ദാ കിരദണക്ഷിപാക്ഷ

ഒരു പടങ്ങമ്ഭ എങ്ങിനെ കുമാരസംഭവതിൽ തത്ഭിമ ചെയ്തി
രിക്കുന്നു.

X. 1. വൃതിദരകം, വിദരാധാദാസം, വിഷമം, അന്യോന്യ്ൂല
ങ്കാരം, സന്ദേഹം; ഇവ വിചരിച്ച ഇവക്കു ഒരോ ഉലാഹരണം കഥര
സംഭചതിൽ നീന്ന എഴുതുക. 2. ഗ്രന്ഥത്രയം, അഷ്ടമൂത്തി, അക്ഷൌ
ശച്ഛ്യം, വിപ്രക്ഷൎകണ്ം. ഇവ എന്തെല്ലാം? 3. "ധീരൻ" എന്ന
ഷ്ഠേഷീന്ന അൎഫ്സൎട്ട ആർ? ഉദ എന്തതിന്റെ അച്ഛയചൎത്ഥം എന്ത?

മഹത്തുക്കളുടെ ആശ്രിതവാത്സല്യത്തിന്നും സജ്ജനേശ്വരന്മാരുടെ വാക്ക
കളുടെ ഫലിതത്തിന്നും കമാരസംഭവത്തിൽ കൊടുത്ത ഉദാഹരണങ്ങൾ
എവ ? 4. ഹിമവാൻെറ കൊടുമുടികൾ മേഘമാൎഗ്ഗത്തെ അതിക്രമി
ക്കുന്നു എന്ന കാണിക്കുന്നതും മേഘത്തിൻെറ സ്ഥിതി കാണിക്കുന്നതും
ആയ ശ്ലോകങ്ങൾ കമാരസംഭവത്തിൽ നിന്ന എടുത്ത എഴുതുക.

XI. 1. " ഇത്തരം പലപല വസ്തുക്കൾ ചേഷ്ടിട്ടതെ മൃത്യവന്നക
ളേപ്പെട്ട മിത്രപുത്രന രുനം " എന്തെല്ലാം ? 2. യോഗ്യത്വാസ്ഥം എന്നാൽ
എന്ത ? ഇതിനെക്കുറിച്ച ഭാരതകാലത്തുള്ള യോഗ്യന്മാരുടെ അടി
പ്രായം എന്തായിരുന്ന. 3. " അഥ മുപ്പത്താറാം വരിഷവും ഫന്ന " -
ഇതിലെ സൂചന എന്ത ?

XII. 1. (a) ദാനചാരിയെ തൻെറ ഉള്ളിലും കരത്തിലും
ആനന്ദം വരുമാറു ചേത്ത രക്ഷിക്കും കാലം.

(b) കാക്കഡി പതിമുഖദീധിതിന്നുിതുപ്പതി.

(c) ഗൌതമീഹൃദയനായികാട്ടപ്പെദുപുസ്സ്.

(d) ദശരഥച്ചടെസ്സഹൂൽ കലജാതൻ.

(e) മമത്വം കൊണ്ട ബന്ധംമോചാറിട്ട ക്രൂടായിന്നം
സമത്വംകൊണ്ട തന്ിന്ന മോക്ഷവും ഫന്നിട്ടുന്ന.

ഇവയുടെ അത്ഥം പൂണ്ണമായി എഴുതുക.

2. (a) കസ്തൂമഫലദല പൂണ്ണങ്ങളായ നില്ല.

(b) മോക്ഷധൎമ്മം കേട്ടപാറ ഉധിഷ്ഠിരൻ.

(c) സിച്ചമ്മ്യാസ്ത്രയെന്നാകയല്ലിയെന്ന.

(d) ഞാനെന്നു മൻപോടിനിക്കെന്നു മുജ്ഞൊരു
മാനം കമ്ക നൂടടയെന്നു വേണ്ടു.

ഇവയിൽ കീഴ്രയിട്ട പദങ്ങളുടെ വ്യാകരണ പ്രയോഗങ്ങൾ
പറയുക.

XIII. മഹാഭാരത കാലത്തുള്ള ബ്രാഫണതടെടുംം ശ്രുതടെടുംം നില
എന്തായിരുന്ന. ദേഹം സ്വണ്ണവള്ളുമാക്കാൻ ശ്രമിച്ച കീരിയുടെ കഥ
യിൽ നിന്ന എന്ത്ൊരു തത്വം അനുമാനിക്കാം.

WEDNESDAY, 10TH DECEMBER, 2 TO 4 P.M.
## MALAYALAM: TRANSLATION.

I. Translate into Malayalam:  [See Hindustani Translation paper, page 226.]

II. Translate into English :—

1. പൂതൻ നേർ വാണിബാലെ സുമുഖി
   വിമുഖിയായെങ്ങു പോകുന്നിടന്നീം
   സ്വാദ്ന്തു സന്തോഷമേറം തത്വതിനിഹതേ
   വന്നുഞാൻ നിന്നിട്ടുമ്പോൾ
   ഞാൻതേടാാം ഗ്രഹിപ്പാനചനിസ്ഥലിക്കാ
   ലപ്പിയം ചൊന്നതല്ലാം
   കാാന്തഹാഹന്തുകാപം കലകലയി  തുാാ
   ഭീഷ്ണമല്ലാം തരുന്നന്.

2. ൈ ബധ്യ്യം പൂണ്ടുഴന്നീടിന രീ
   യതിയാദുുണനേകം പുലനീ—
   ട്ടാധിപ്യാധികു തെല്ലും ശമനമുു
   ഭവിക്കാഞ്ഞു നൈരാശ്യ മോടെ
   തീയിൽ ചാടാനൊരുമ്പെട്ടമവതി
   ലുമുാം ഭ്രുതചാക്കിൻ ബലത്താ—
   ലാശിച്ചാൽത്തിക്കൊരന്തം ശശീമല
   പകലിന്നെന്നുപോൽ കാത്തു വാണാൽ.

3. ൩ താമ്പുാമാഗീമാർകടാക്ഷമധികംകാക്ക്ിച്ചിട്ടംഎണ്ണൂ,ീ
   മാൻപൈതങ്ങൾഭയതിമിനുുടനടൻനോക്കുന്നനോട്ടുമ
                                                      [ഉാൽ
   ആമ്പൽ പൂക്കൾ വീറാങ്ങുപോാാല വിപ്പാനെ തോന്നുന്നി
                                                      [തിൻ ഭംഗീായെ
   ഇമ്പിച്ചാന്തു കീരാതരൊട്ടറിയുമൊ ചാരത്തുവാണീട്ലും.

4. ഇനിയുുമ്മകാലം കലിയുഗത്തു
   മുനിജനങ്ങമും മറഞ്ഞുപോാമല്ലൊ
   മഴയും പെയ്തുയില്ലിനിദചണ്ടുന്നരം
   വഴിയെ ഭ്രമിയും വിമകയില്ലല്ലൊ
   കൊടിയകാാറുണ്ടായി മുണ്ങമും പീഴം

പട്ടതീയ്യും പിടിപെടും ഗ്രഹംദതാറും
ചതിച്ചെകാൽകയും പൊരിപരകയും
വിധിച്ചകമ്മങ്ങളപ ചെയ്യാന്മും
പിഴുതിയകളും വഴിയെ ചെയ്യയി—
ല്ലനിക്രമിച്ചീടും ഗ്രഭജനത്തെയും.

5. പരമ്പരയായും അതിതാരാളും ഉള്ള ക്രൂരശാസന ഒരു രാജ്
വംശത്തിന്ന ക്രൂഭമ ആപല്ക്കരമായിതീരുമെന്ന വായന്ക്കാർ പര
ക്കെ സമ്മതിക്കുമല്ലൊ.   സ്വാധികാരാൽ പ്രഭത്തന്നും പ്രബലന്മ ആ
യ അരങ്ഗസീബ് ചക്രവതിയുടെ കാലതമ ഹിന്ദുസ്ഥാനം മുഴുവൻ
മോഗൾ സാമ്രാജ്യത്തിന്റ കീഴിലായിത്തു.   ഏന്നല്ലും കിഴക്കെ
വശത്തും  പടിഞ്ഞാറെ വശത്തും സാലീരിയിൽ  മേല്പോട്ടുഭന്ന
പവ്വതങ്ങളാൽ രക്ഷിക്കപ്പെടുന്നതായ  ക്കീണാപഥത്തിലെ ഭൈരാന
ത്തിൽ, ധനദപൂദത്തിൽ അതിനിപുണന്മാരായ ശത്രുക്കൾക്ക കൂടി
അപച്ചയിമന്മാരായ ഒരു ജാതിക്കാർ ഉണ്ടായിത്തു.   സ്വതേ ഭൂല
തൽചരന്മാരായിത്തു ഇവർ മോഗൾ തലസ്ഥാനത്തിൽ നിന്ന ഏറെ
വും ഭൂരസ്ഥന്മാരായിത്തു കൊണ്ട അരങ്ഗസീബ് ചക്രവത്തിഷ്ടെ
ക്രൂരശാസനപ്ലൂ വിധേയന്മാരായിത്തില്ലെന്ന മാത്രമല്ല പ്രസിദ്ധി
കൾ കൂടി ആയിത്തു.   നാലുപുറത്തും ശത്രുക്കളാൽ എതക്കപ്പെട്ട
മോഗൾാധിപത്യത്തിന്റ   അധഃപതനാവസ്ഥയിൽ ബുലിമാന്നും
ശക്തിമാന്നാ ആയ ഒരു നായകൻ ഉണ്ടായിത്തു വെങ്കിൽ ഒരു ജാതി
ക്കാർ സ്വാതന്ത്ര്യത്തെയും ഉന്നതിയെയും റിക്ഷയാനേന പ്രാപിക്കാ
മായിത്തു; എന്നാൽ, അപ്രകാരം ഒരു നായകൻ ഏറവും ആവശ്യ
മായിത്തു സമയത്തിൽ തന്നെ അവക്ഷ ലഭിച്ചു.   ആ നായകനാധി
തുന്ന ശിവജി.

{[]}

" ബുദ്ധജന സമക്ഷം ചെയ്യുന്ന പ്രസംഗം ഇക്കാലം കുറഞ്ഞുവ
ന്നിരിക്കുന്നതിന്ന ഏകകാരണമല്ലെങ്കിലും മുഖ്യകാരണം അർഷ്ടി നട
പ്പായി ചന്നതുകന്ന" എന്നതിനെക്കുറിച്ചു ഒരു ഉപന്യാസം എഴുതുക.

I. (କ) ଭାଗବତ ଦଶମସ୍କନ୍ଦରେ ଶ୍ରୀକୃଷ୍ଣଙ୍କର କେଉଁ କେଉଁ ସ୍ଥାନର ଲୀଳାବ୍ୟକ୍ତ ହୋଇଅଛି ?

(ଖ) ଋତୁ, ମାସ, ପକ୍ଷ, ତିଥି ଇତ୍ୟାଦ ସବିଶେଷରେ ଲେଖି ଶ୍ରୀକୃଷ୍ଣ ଜନ୍ମର ସମୟ ନର୍ଦ୍ଦେଶ କର ।

(ଗ) ଶ୍ରୀକୃଷ୍ଣ ଜନ୍ମ ହେଲାବେଲେ ବସୁଦେବ ତାହାଙ୍କର ଯେଉଁ ରୂପ ଦେଖିଲେ ତାହା ବର୍ଣ୍ଣନା କର ।

(ଘ) ପୂତନାର ଗୋପପୁର ପ୍ରବେଶ ଓ ପୂତନା ମୋକ୍ଷଣ ବର୍ଣ୍ଣନା କର ।

II. (କ) ଗୋପପୁରବାସିମାନେ ପୂର୍ବସ୍ଥାନ ଛାଡ଼ି ବୃନ୍ଦାବନକୁ କାହିଁକି ଗଲେ ?

(ଖ) ବୃନ୍ଦାବନକୁ ଗଲା ଉତ୍ତାରେ ଶ୍ରୀକୃଷ୍ଣ କେଉଁ ଦୁର ଅସୁରକୁ ବଧ କଲେ ?

(ଗ) ଧେନୁକାସୁର ବଧ ବର୍ଣ୍ଣନା କର ।

(ଘ) କାଳୀୟ ମର୍ଦ୍ଦନ ବା ମୋକ୍ଷଣ ବର୍ଣ୍ଣନା କର ।

III. (କ) ନନ୍ଦଙ୍କ ବନ୍ଦୀ ହେବା ବିବରଣ ଲେଖ ।

(ଖ) ଶଙ୍ଖଚୂଡ଼ର ପୂର୍ବଜନ୍ମ ଓ ମୋକ୍ଷଣ ବୃତ୍ତାନ୍ତ ଲେଖ ।

(ଗ) କଂସସଂହାର ବର୍ଣ୍ଣନା କର ।

(ଘ) କଂସସଂହାର ହେଲା ଉତ୍ତାରେ ଶ୍ରୀକୃଷ୍ଣ କାହାକୁ ଗୁରୁଘରେ ଅଭିଷକ୍ତ କଲେ ?

IV. (କ) ଚତୁର୍ଦ୍ଦଶାକ୍ଷର ବେତାଳପଞ୍ଚବଂଶ କାହାଦ୍ୱାର ବର
ଠିତ ?

(ଖ) ନାନାବିଧ ଭାଗବତ୍ତଗିଶୀବର୍ଦ୍ଧନ ଅନ୍ୟ ଏକ ବେତାଳ
ପଞ୍ଚବଂଶଠର ରଚଯୁଁଥିା କବ ?

(ଗ) କନ୍ୟା ବନବାସକୁ ପଠାଇ ନରବର ।   ହୁହୁ ହୁହୁ
ଶୋକେ ତ୍ୟାଗ କଲେ କଲେବର ।'' କନ୍ୟାକୁ ବନବାସ ପଠାଇ
ଭବା ନୃପଧର ନାମ ଲେଖ ପୁନି କବ ଦୋଷୀ ଅଟେ କହ ; ଦୋଷୀ
ହେବାର କାରଣ କଅଣ ?

(ଘ) " ଗଙ୍ଗାକୁ ଯେ ବର ଯାଇଥିଲ ଫେର ତହୁଁ ।
ମିଲନ୍ତେ ଦେଶିଲ କନ୍ୟା ଭଟିଣୀ ଖାଇ ॥
ସେ କନ୍ୟା ନିମନ୍ତେ କଲି କରେ ଧନ ବର ।
ବଧୂର ଯୁକତ ଦିଅ ନୃପଢ ଏଥର ॥ "
କନ୍ୟା ଓ ବରମାନଙ୍କର ନାମୋଲ୍ଲେଖ କର ପୁନି
କନ୍ୟାର ବାସସ୍ଥାନ ପୁନି ପିତାର ନାମ ଲେଖ ।  ଏ କନ୍ୟାକୁ କେଉଁ
ବର ବିବାହ ହେବ ? କାରଣ ନିର୍ଦ୍ଦେଶ କର ।

V. (କ) ବର୍ତ୍ତମାନ ନଗରାଧିପତ ଭୂପସେନ ଓ ବୀରବର
ନାମକ ଅନ୍ୟ ଏକ ଭ୍ରଜସ୍ଥତ ପୁନି ବୀରବରର ଭ୍ରଯ୍ୟା ଓ କନ୍ୟା
ସମସ୍ତେ ଭ୍ରଜଲକ୍ଷ୍ମୀକଠାରେ ମସ୍ତକ ଦେଲେ ; ଏମାନଙ୍କ ମଧ୍ୟନ୍ତରୁ
କଏ ଅଧିକ ସାହସୀ ? ଯୁକ୍ତି ପ୍ରଦର୍ଶନ କର ।

(ଖ) " ରାକ୍ଷସ ସଙ୍ଗରେ କଲ ତୁମୁଳ ସମର ।
ଭାଣ୍ଡଧାର ଅସିରେ ଛେଦିଲ ତାର ଶିର ॥
ଅନନ୍ତେ କନ୍ୟାକୁ ଦେନ ତହୁଁ ବାହୁବଳ ।
ହୁଢବାସ ଗୃହେ ଯାର ଭ୍ରସ୍ତ୍ର ର ହେଲ ॥

କନ୍ୟା ପାଇ ହରିଦାସ ଅକୁଣ୍ଠ ହୋଇ ।
ମନେ ଭଲେ କାହାକୁ ଏହାକୁ ଦେବ ମୁହିଁ ॥
ଧନ ବର କହନ୍ତି ଯେ ମୁ ନେବ ମୁ ନେବ ।"
ଏ କନ୍ୟାକୁ କିଏ ପାଇବ ? କାହିଁକି ?

(ଗ) "ମିତ୍ର – କବଚେ ଭର୍ତ୍ତି ଶିର ଯୋଡ଼ିଲ୍ଲ ।
ଭର୍ତ୍ତୀ – କବଚେ ମିତ୍ର – ଶିରକୁ ଦେଲ୍ଲ ଯେ ॥
ଦକ୍ଷିଣ ଉଠି ବେନ କଲେ କଲହ ।
ମୋର ଏ କନ୍ୟା ବୋଲି ପାଇଣ ମୋହ ଯେ ॥"
ଏ କନ୍ୟା କାହାକି ଦେବ ? କାରଣ ଦିଅ ।

(ଘ) ତକ୍ଷକେଶ୍ୱର ନରପତିର ତ୍ରିପୁରସୁନ୍ଦରୀ ନାମ୍ନୀ କନ୍ୟା
ଥିଲ୍ଲ । ସେ କନ୍ୟା ପିତାକୁ କହିଲ୍ଲ—"ଯାର ଶ୍ରବ ରୂପ ବଳ
ଜ୍ଞାନ ଏ ତ୍ରିଗୁଣ । ସେହି ପୁରୁଷକୁ ମୋତେ କରିବ ପ୍ରଦାନ ହେ" ।
କଥା ବର୍ଣ୍ଣିନା କରି ଶେଷ କର ।

VI. (କ) ଯେବେ ସ୍ୱବଚନ ପ୍ରମାଣ କରି ପାରୁ ବାଜବ
ଢେବେ ଅଦେଶରେ ମୋହୋର ସେବକର ଭବାନ । ହୁଅ ତୁ
ମାନସେ କଲୁଷ ପୁନି କରୁ ନ ଦେନ ॥ ରାଜା ଓ ସେବକ
ମଧ୍ୟରେ ସମ୍ବାଦ୍ୟାଧିକ କିଏ ? ହେତୁ ନିର୍ଦ୍ଦେଶ କର ।

(ଖ) ଧନ ଶ୍ରେଣୀର କଥା ବର୍ଣ୍ଣିନା କରି ସେମାନଙ୍କ ମଧ୍ୟରେ
ଅଧିକ କୋମଳାଙ୍ଗୀ କିଏ ଉଲ୍ଲେଖ କର ।

(ଗ) "ତା ଦେଖି ଗୃହସ୍ଥ ଦ୍ଧ୍ରକ ହୋଇଲ କୁପିତ ।
ନଳ ବ୍ରାହ୍ମଣୀକ କଲ ସରୁ ନିଶ୍ୱାସିତ ॥ ଯାଆ ଯାଆ ମୋର ସରୁ
ବ୍ରହ୍ମଦ୍ୱାରଙ୍କ ।"
ଏ ବ୍ରହ୍ମହତ୍ୟା ପ.ପ କାହାର ହେବ ? କାରଣ ଲେଖ ।

(ଘ) ସଂସ୍କାରବ ଓ ଚକ୍ରକେଲି ସ୍ୱରର ଉଦାହରଣ ଦିଅ ।

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VII. (କ) ନନ୍ଦା, ଗ୍ୟାନ; ମିଷ୍ଟ, ମଧୁର; ଅପେକ୍ଷା, ଉପେକ୍ଷା ।
ବଥ, ବ୍ୟଥା; ଏମାନଙ୍କର ପ୍ରଭେଦ ବୁଝାଅ ।

(ଖ) ଗୃହଗୋଷ୍ଠି ଯଗୁଣଶବ୍ଦ ଲେଖ ।

(ଗ) ଗୋଷ୍ଠିଏ ବାକ୍ୟ ଲେଖି ତହିଁର ଚତୁର୍ବଥ ରୂପାନ୍ତର
ସମ୍ପାଦନ କର ।

(ଘ) ଗୃହଗୋଷ୍ଠି ଶବ୍ଦ ଲେଖି ସେମାନଙ୍କର ବ୍ୟପସ୍ତୁଚାର୍ଥ-
ବୋଧକ ଶବ୍ଦମାନ ନିର୍ଦେଶ କର ।

VIII. (କ) ଭିନ୍ ଭିନ୍ ଉପସର୍ଗ ଯୋଗରେ ଧାତୁମାନଙ୍କର ଭିନ୍
ଭିନ୍ ଅର୍ଥ ହୁଏ, ଦଅଟି ଧାତୁ ଘେନ ପ୍ରତ୍ୟେକଟିର ଗୃବେଟି ଲେଖାଏ
ଉଦାହରଣ ଦିଅ ।

(ଖ) ରସ କାହାକୁ ବୋଲ୍ ? ତାହା କେତେ ପ୍ରକାର ?
ଦୁଇ ଗୋଷ୍ଠି ରସର ଉଦାହରଣ ଦିଅ ।

(ଗ) ବାକ୍ୟରଚନାରେ ନିରର୍ଥକତା ଓ ନ୍ୟୁନତା ଦୋଷ
କ୍ଷୟର ହୁଏ ? ଉଦାହରଣ ଦିଅ ।

(ଘ) ଦୁଇ ଗୋଷ୍ଠି ଶବ୍ଦାଳଙ୍କାର ଓ ଦୁଇ ଗୋଷ୍ଠି ଅର୍ଥା-
ଳଙ୍କାରର ଉଦାହରଣ ଦିଅ ।

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WEDNESDAY, 10TH DECEMBER, 2 TO 4 P.M.
URIYA: TRANSLATION.

I. Translate into Uriya: [See Hindustani Translation paper,
page 226.]

II. Translate into English :—

(1) ମହାମହୋତ୍ସବ ଜାଢ ଯେ ।
ଦୁଅନ୍ତ ମନ୍ଦିର ତେଢ ।
ଦକ୍ଷିଣେ ଭୁକ୍ତିଢ ହୋଇଣ ସତେଢ ଭବବୁଢେଣ୍ଣ ସେ
ମୂଢ ଯେ ॥

ମସ୍ତିର କହବା ଗୁଣ ଯେ ।

କଣ୍ଠି ଦେଇ ନ୍ଯପ ଶୁଣ ।

ଶିକ୍ଷାଗୁରୁ ଯୁତ ଶାସ୍ତ୍ରେ ପଣ୍ଡିତ ହେବ ନହବ ହୋ-
ଧନ ଯେ ॥

ହେବ ପୁଣି କ୍ଷମାବନ୍ତ ଯେ ।

ସନ୍ତୋଷୀ ଉଦ୍ୟମ ବଡ ।

ମହାସତ୍ଯବନ୍ତ ତ୍ୟାଗୀ ଲକ୍ଷ୍ମୀବନ୍ତ ଜିତେନ୍ଦ୍ରିୟ ସତ୍ୟବ୍ରତ
ଯେ ॥

ହୋଇ ଶୂର ଷଣ୍ଡ ମଢ ଯେ ।

କାମାର୍ଥେ ନମ୍ର ଥାଇ ଅଢ ।

ଏବ ବଧ ଜନ ବାଞ୍ଛ କରୁ ପୁଣ ମସ୍ତ୍ରୀ କରୁବ ନ୍ଯପଢ
ହେ ॥

ଏ କଥା କହ ବେଢାଳ ଯେ ।

ବୋଲେ କହ ମନ୍ତ୍ରୀପାଳ ।

କି କାରଣ ମୃତ ହେଲ ସେ ଅମାତ୍ୟ କହ ବର୍ଣ୍ଣର
ତଚ୍ଛାଳ ହେ ॥

ନ୍ଯପଢ ବୋଲନ୍ତ ଶୁଣି ଯେ ।

ଏଥ କଥା ଶୁଣ ପୁଣି ।

ଏହ କଥାମାନ ହୃଦରେ ଚିନ୍ତନ କଲ ସେ ଅମାତ୍ୟ
ମଣି ଯେ ॥

ଦେଖା ସମାସକ୍ତ ତେଢ ଯେ ।

ହୋଇବ ଏ ମସ୍ତ୍ରାଭ୍ରଢ ।

ଶତ୍ରୁର ଚିନ୍ତନ ନକରୁବ ପୁଣ ପ୍ରଜାଏ ହେବେ ଅନାଥ
ତେ ॥

ସ୍ୱର୍ଗ୍ୟ ଲଭିବ କ୍ଷଯୁକୁ ଯେ ।

ଜାଣେ ଏଷ୍ଟରେ ଶାସ୍ତ୍ରକୁ ।

ଅବଦ୍ୟା ପୁରୁଷ ମେଥୁନ୍ ମାନସ ଜଟେର ଯାନ୍ଦ୍ର ଶୌଚ-
ଭାକୁ ଯେ ॥

ନଦ୍ୱାର ପ୍ରଜାମାନେ ଯେ ।

ଶୌଚ ହୁଅନ୍ତ ଭୁବନେ ।

ଏକଣ୍ଡକ ସ୍ୱର୍ଗ୍ୟ ଶୌଚିତାରେ ଯୋଗ୍ୟ ହୁଅଲ ଧୁଣି
ଠେସନେ ॥

ଏହା ଚିନ୍ତ ମନ୍ତ୍ରିବର ଯେ ।

ପ୍ରାଣକୁ କ୍ଷଣ୍ଡଲ ଡାର ।

ଏବାଣୀ ଶୁଣିଶ ବେତାଲ ଯାହ୍ଙ୍ଗ ଲଗିଲ ସେ ଶାଣି-
ଡାଲ ଯେ ॥

ଶ୍ରୀ ମଧୁସୂଦନ କାର ଯେ ।

ଭଣିଲେ ଏ ଭଟବେ ଗିର ।

କଥା ଏକାଦଶ ହୋଇଲ୍ଲ ଟେଲଙ୍କ ଶେଷ ଅସ୍ଥି କର
ପୁନର୍ବାର ॥

(2) ପଞ୍ଚ ପ୍ରକାରେ କେଶ ଦାଢ଼ି ।

କୋଧେ କାଟିଲେ ତଲେ ପାତ୍ର ॥

ସଙ୍ଗେ ଯେ ଯତୁବଲ ଥଲେ ।

ରୁକ୍ମଣ ସୈନ୍ୟଙ୍କୁ ବେଡ଼ିଲେ ॥

କ୍ଷଣକେ କଲେ ସର୍ବ ନାଶ ।

ଅଲ୍ପ ରହ୍ୟେ ଅବଶେଷ ॥

ଜଳିକା ବନେ ଗଜ ଘଣି ।

ଶଣକେ ଯାନ୍ତ୍ର ଯେଡ଼େ ଧୁଂସି ॥

ସୈନ୍ୟ ହୋଇଲେ ବଳ କ୍ଷୀଣ ।

ବନ୍ଧନେ ପଡ଼ିଲ ରୁକ୍ମଣ ॥

ରଥ ନିକଟେ ଗ୍ରମ ଯାଇ ।

ବୋଇଲ୍ଦ୍ର କୃଷ୍ଣମୁଖ ଚାହିଁ ।

ବନ୍ଧନ ଫେଡ଼ାଇ ବହ୍ଵନ ।

ଚାହିଁଲେ ରୁକ୍ମଣ ବଦନ ।

ବରୂପ ଦେଖି ଭାର ଦେଖ୍ଵା ।

ଗ୍ରମ ବୋଇଲ୍ଦ୍ର କୃଷ୍ଣ ଚାହିଁ ॥

ହେ କୃଷ୍ଣ କର ଦୁଷ୍ଟ ପଣ ।

ଅସାଧୁ ବନ୍ଧୁର କଷଣ ।

ଅସାଧୁ ବୁଦ୍ଧି ଏ ଚୋହର ।

ନନ୍ଦା କଇବେ ଦିନ ପୁର ।

ବରୂପ କଲୁ କେଶ ବେଶ ।

ନାଶିଲୁ ସୁହୃଦ ବଣ୍ଵାସ ।

ନ ଜାଣି କଲୁ ଏଡ଼ କାର୍ଯ୍ୟ ।

ମରଣୁ ବଳିନ୍ଧ ଲ୍ଵଜ ॥

ଏମନ୍ତ କହିଁ ବଳଗ୍ରମ ।

ଚାହିଁଲେ ରୁକ୍ମଣୀ ବଦନ ॥

ବୋଇଲ୍ଦ୍ର ରେବଣ – ରମଣ ।

କୋମଲ ମଧୁର ବଚନ ॥

ଜ୍ୟେଷ୍ଠ ଭ୍ରାତର ଦୁଃଖ ଦେଖି ।

ବଆଳ ମନେ ହେଉ ଦୁଃଖୀ ॥

ଅମ୍ବୁ ଦୁଃଖ ଗୋ ନକର ।

ଦୈବ ବଢ ବଳିଅର ।

କର୍ମେ ଯେ ଦୁଃଖ ସୁଖ ଦୂର ।

ଦୈବ କୃତେ ଯେ ମିଳଇ ॥

କୃଷ୍ଣକୁ ବ୍ଲୈ ହଳଧର ।

କହନ୍ତି ସଂସାର ବେଭ୍ବର ॥

ବନ୍ଧୁର ଭୁଲେ ଦୋଷ ଯେତେବ ।

ବନ୍ଧୁ କରଇ ଦୁଃଖ ଭବେ ॥

ତାହାକୁ ନ କର ନର୍ୟଣ ।

ଆପଣା ଦୋଷେ ସେ ବନାଣ ॥

ତାହାର ଲାଗେ ସେ ମରଇ ।

ପୁଣି କହନ୍ତି କନ୍ୟା ବ୍ଲୈ ॥

ଷଡ୍ସୁ ଧର୍ମର ଏ ଗଢ ।

ନର୍ୟଣ କଲ୍ ପ୍ରକାଫଢ ।

ଅଢ ଦାରୁଣ ପଣ କଲେ ।

ଭୂକ ଭୟ ବଳେ ମାରେ ॥

ପୁଣି ଗୋବନ ମୁଖ ବ୍ଲୈ ।

ବୋଲନ୍ତି ସ୍ବଧର୍ମ ଦେଖାୟ ॥

" ମୁଦ୍ରାଙ୍କନର ଅବସ୍ଥାର ଆଧୁନିକ ବାଣ୍ଡିତା – ହ୍ରାସର ଏକମାତ୍ର କାରଣ ନ ହେଲେ ମୁଖ୍ୟ ପ୍ରଧାନ କାରଣ ବୋଲିବକୁ ହେବ । "

ଏହ ବିଷୟୁରେ ଗୋଟିଏ ପ୍ରବନ୍ଧ ଲେଖ । '

## FRENCH: TEXT-BOOKS AND GRAMMAR.

I. Correct the mistakes, if any, in the following sentences:—
1. J'ai trouvé des fraises et j'en ai mangé. 2. Ma mére est absenter voici les nouvelles que j'en ai reçues. 3. Autant de parties il a jour autant il en a pordues. 4. Les chansons que j'ai entendues chantée étaient trés-mélodieuses. 5. Les enfants que j'ai entendu chante, étaient fort jeunes. 6. Les difficultés que j'avais supposées que vous rencontreriez, vous les avez évité. 7. Il a dit toutes les bonnes choses qu'il a voulues. 8. Le sang affluent á la téte il en peut résulter une apoplexie. 9. Ce fleuve et son affluant font la richesse du pays. 10. Un fabriquant de verre résident à Paris est un des plus riches résidants de la capitale. 11. On le voit toujours malgré ses richesses fabricant le verre malgré la chaleur suffoquante qui lui cause de violants maux de téte. 12. Il y a longtemps depuis que je l'ai vu. 13. Je ne crains pas qu'il vienne mais je crains qu'il ne meure en chemin. 14. Je ne nie pas que vous soyez appliqué. 15. Nul n'est pas prophête en son pays. 16. Je ne mentirai de ma vie. 17. Je suis un orphelin, je ne connaissais ni père ni mère. 18. Avant que la tempête finite, bien des navires seront perdus. 19. Vous aimez de bavarder, moi je désire á travailler. 20. Je suis plus malheureux que vous l'êtes.

II. Translate into French the following:—1. I fear lest you should not awake me to-morrow morning. 2. The Emperors of Austria and Japan went to China and are now in Mexico. 3. I would rather that a Zulu came from Africa and governed the people uprightly. 4. Wherever it be I shall not say anything of it. 5. The mistakes which I supposed he would make. 6. Take care lest he fall. 7. Since such is the case, I don't want any. 8. It was not necessary that he should go. 9. It would be necessary that he should come. 10. I did it that it might please you. 11. When going to China take letter paper, I will not send you any there. 12. Should anybody call upon me, tell him I am busy. 13. Whatever you may say, I will not believe you. 14. Would to God he were here! 15. Though he were rewarded, he would not amend. 16. If you loved your king and would oblige him you would not forsake his service at this moment.

III. Explain the allusions in the following passages:—

(a) Voilà le banc rustique où s'asseyait mon père.
   La salle où résonnait sa voix mâle et sévère,
   Quand les pasteurs assis sur leurs socs renversés,
   Lui comptaient les sillons à chaque heure tracés,
   Ou qu'encor palpitant des scènes de sa gloire,
   De l'échafaud des rois il nous disait l'histoire,
   Et plein du grand combat qu'il avait combattu,
   En racontant sa vir enseignait la vertu.

(b) La fortune.... m'a osté le besoing de multiplier en richesses, pour pourveoir à la multitude de mes héritiers. Pour un, s'il n'a assez de ce dequoi i'ay eu si plantureusement assez, à

son dam; son imprudence ne méritera pas que je luy, en désire davantage. Et chascun, selon l'exemple de Phocion, pourveoid suffisamment à ses enfants, qui leur pourveoid, en tant qu'ils ne luy sont dissemblables.

IV. Give the meaning of the following archaic words and expressions :—(1) Se ramentevoir; (2) gaigner; (3) cabdet; (4) ergotisme; (5) exercitation; (6) ire; (7) morfondement; (8) faineance; (9) quiça, quilà; (10) la chienne cuisante.

V. Render the following into English :—(1) mettre son bonnet de travers; (2) jeter son bonnet par dessus le moulin; (3) avoir la tête près du bonnet; (4) chanter une ronde; (5) mettre à l'encan; (6) l'oreille au guet; (7) à bout de raisons; (8) à vrai dire; (9) En un ciel sombre ou pur qu'il se couche ou se léve, qu'importe le soleil? (10) Chaque mois qui revient, comme un pas des saisons. Reverdir ou faner les bois ou les gazons.

VI. Write in modern French a summary of the story " Le lion d'Androdus " as related by Montaigne.

WEDNESDAY, 10TH DECEMBER, 2 TO 5 P.M.

FRENCH: TRANSLATION.

I. Translate into English :—
    (1) Il est pour la pensée une heure...une heure sainte,
        Alors que, s'enfuyant de la céleste enceinte,
        De l'absence du jour pour consoler les cieux,
        Le crépuscule aux monts prolonge ses adieux.
        On voit à l'horizon sa lueur incertaine,
        Comme les bords flottants d'une robe qui traine,
        Balayer lentement le firmament obscur,
        Où les astres ternis revivent dans l'azur.
        Alors ces globes d'or, ces îles de lumière,
        Que cherche par instinct la rêveuse paupière,
        Jaillissent par milliers de l'ombre qui s'enfuit.
        Comme une poudre d'or sur les pas de la nuit :
        Et le souffle de soir, qui vole sur sa trace,
        Les sème en tourbillons dans le brillant espace.
        L'œil ébloui les cherche et les perd à la fois :
        Les uns semblent planer sur les cimes des bois,
        Tels qu'un céleste oiseau dont les rapides ailes,
        Font jaillir en s'ouvrant, des gerbes d'étincelles.
        D'autres en flots brillants s'étendent dans les airs,
        Comme un rocher blanchi de l'écume des mers ;
        Ceux-là, comme un coursier volant dans la carrière,
        Déroulant à longs plis leur flottante crinière ;
        Ceux-ci, sur l'horizon se penchant à demi,
        Semblent des yeux ouverts sur le monde endormi ;
        Tandis qu'aux bords du ciel de légères étoiles
        Voguent dans cet azur comme de blanches voiles
        Qui, revenant au port d'un rivage lointain,
        Brillent sur l'Océan aux rayons du matin.

(2) Prince, je t'envoie cette ode,
Trafiquant mes vers à la mode
Que le marchand baille son bien
Troque pour troqu', toi qui es riche,
Toi, roi des biens, ne sois point chiche
De changer ton présent au mien.
Ne te lasse point de donner,
Et tu verras comme j'accorde
L'honneur que je promets sonner,
Quand un présent dore ma corde.
Presque les los de tes aïeux
Est pressé du temps envieux,
Pour n'avoir eu l'expérience
Des Muses ni de leur science ;
Mais le rond d'un grand univers
Est plein de la gloire éternelle
Qui fait flamber ton père en elle,
Pour avoir tant aimé les vers.
Dieu veuille encor dessustoi
Dompter l'Espagne affaiblie,
Gravant bien avant ta loi
Dans le gras champ d'Italie.
Advienne aussi que ton fils,
Survivant ton jour préfix,
Borne aux Indes sa victoire,
Riche de gain et d'honneur,
Et que je sois le sonneur
De l'une et de l'autre gloire.

(3) I'ai vescu en trois sortes de conditions depuis estre serti de l'enfance. Le premier temps, qui a duré prez de vingt années, ie le passay, n'ayant aultres moyens que fortuits, et despendant de l'ordonnance et secours d'aultruy, sans estat certain et sans prescription. Ma despense se faisoit d'autant plus alaigrement et avecques moins de soing, qu'elle estoit toute en la temerité de la fortune. Ie ne feus iamais mieulx. Il ne m'est oncques advenu de trouver la bourse de mes amis close ; m'estant enjoinct, au delà de toute aultre necessité, la necessité de ne faillir au terme que i'avois prins à m'acquitter, lequel ils m'ont mille fois allongé, voyant l'effort que ie me faisois pour leur satisfaire : en maniere que i'en rendois ma loyauté mesnagiere, et aulcunement piperesse. Ie sens naturellement quelque volupté à payer : comme si ie deschargeois mes epaules d'un ennuyeux poids et de cette image de servitude : aussi qu'il y a quelque contentement qui me chatouille à faire une action inste et contenter aultruy......

......Ma seconde forme, c'est esté d'avoir de l'argents à quoy m'estant prins, i'en feis bientost des reserves notables, selon ma condition ; n'estimant pas que ce feust avoir, sinon autant qu'on possede oultre sa despense ordinaire, ny qu'on se puisse fier du bien qui est encores en esperance de recepte, pour claire qu'elle soit. Car quoy ! disois-ie si i'estois surprins d'un tel ou tel accident ?

Et à la suilte de ces vaines et vicieuses imaginations, i'allois faisant l'ingenieux à pourveoir, par cette superflue reserve, à touts incon‑ venients : et sçavois encores respondre, à celui qui m'alleguoit que le nombre des inconvenients estoyt trop infiny : Que si ce n'estoit à touts, c'estoit à aulcuns et plusieurs.

(4) Le repas s'est prolongé ; la chère y était médiocrement succulente ; mais les épanchements du cœur l'ont rendue délicieuse. Jamais je n'avais mieux compris l'ineffable attrait de la famille. Quelle douceur dans ces joies toujours partagées, dans cette com‑ munauté d'intérêts qui confond les sensations, dans cette association d'existences qui de plusieurs êtres forme un seul être ! Qu'est-ce que l'homme sans ces affections du foyer qui, comme autant, de racines, le fixent solidement à la terre, et lui permettent d'aspirer tous les sucs de la vie, force, bonheur, tout ne vient-il pas de là ? Sans la famille où l'homme apprendrait-il à aimer, à s'associer, à se dévouer ? Société en petit, n'est-ce point elle qui nous enseigne à vivre dans la grande ? Telle est la sainteté du foyer, que, pour exprimer nos rapports avec Dieu, nous avons dû emprunter les mots inventés pour la famille.

### Le lac de Brientz.

Un plat hémistiche de Voltaire a fait au Léman une réputa‑ tion qu'aucun amant des beaux paysages ne saurait admettre après avoir parcouru la Suisse et l'Italie. Cet hémistiche, si répété des Gènevois, qui se font de tout réputation et gloire, tout le monde le connait : *Mon lac est le premier !* ........Le seigneur de Ferney se trompe. Son lac n'est pas le premier, ni le second, ne le troisième. Ce qui fait le charme d'un lac, c'est le sauvage des escarpements de ses rivages, c'est le calme et le silence virginal de ses eaux, qui ne reflètent que les montagnes et les cieux, c'est la solitude de ses bords, chargés de vieux arbres, ou formés d'âpres rochers. Le lac de Genève, entouré de villes, sillonné de bateaux, n'est qu'un grand fleuve marchand. Combien je préfère, à son étendue pleine de mouvement, le dernier lac de la Suisse intérieure, fût-ce même ce pauvre petit lac noir, si mélancolique, si frais et si caché. Mais Voltaire ne sentait pas la nature, et aucun écrivain de son école et de son siècle ne l'a sentie, pas même Rousseau, malgré tout l'étalage de ses goûts compagnards et la fameuse histoire des pervenches. Ils n'aimaient ni les eaux, ni les montagnes, ni les buissons, l'odeur de l'herbe ne leur disait rien ; ils étaient faits pour admirer tout au plus les plates-bandes, les ifs taillés en pain de sucre, et les faunes de pierre ou de briques des jardins de leur temps. Ainsi défigurées, et géomètrisées, les choses de la création devaient moins leur déplaire ; on y voyait plutôt la main de l'homme que l'œuvre de Dieu.

II. Translate into French :—

### A budding naturalist.

Active and inquiring, he spent as much time as his mother would allow, in the fields ; an inveterate bird-nester, not, however, to destroy the eggs, but to feed the young birds and study their

habits. One day he found a nightingale's nest, and with immense delight, watched the fledgelings being fed by the parent bird. In time the young ones grew up and he was in hopes of seeing them fully fledged. But alas, a large cuckoo alighted on a neighbouring tree, the old nightingale was in the nest : the cuckoo, with wings outspread, pounced on the nest, so that none could escape, and killed and devoured the whole family, leaving no trace but the bones and the feathers. Little John, hidden behind a bush, was horrified and angry at this massacre : for he almost looked on the birds as his own. His curiosity as well as his indignation was thoroughly awakened and he watched to see what would ensue, as the bird descended to the ground. The murderous bird laid an egg and carried it up in its beak to the nest. But now another thief appeared on the scene : a cat, climbing warily and noiselessly up the tree, seized the cuckoo and despatched it in a few mouthfuls. The boy turned to go away, satisfied with this speedy nemesis, when a new spectacle detained him : a nightingale flew to the nest, and seeing an egg, settled down to hatch it. The next time John came, he saw a tiny but ferocious-looking young bird in the nest. He visited it every day : and after some time he captured and caged it, fearing, and rightly, too, lest in process of time the bird should devour its foster-parent.

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## SCIENCE DIVISION.
### BRANCH I.

SATURDAY, 13TH DECEMBER, 10 A.M. TO 12 NOON.

### EUCLID AND GEOMETRICAL CONICS.

[*Full marks will be awarded for answering about five-sixths of the paper.*]

I. If a transversal cuts the sides of a triangle $ABC$ in $A'B'C'$, prove that $BA'. CB'. AC' = CA'. AB'. BC'$. The incircle of a triangle $ABC$ touches the sides at $D,E,F$, and $EF$ is produced to meet $BC$ produced at $G$. Prove that $D$ and $G$ divide $BC$ harmonically.

II. Shew that the common section of two intersecting planes is a straight line and prove that the lines of intersection, two by two, of three planes are either all parallel or concurrent. $ABCD$ is a tetrahedron and $E$, $F$ are the middle points of opposite edges $AB$, $CD$. Any plane through $EF$ cuts $AC$ and $BD$ in $G$ and $H$. Prove that $AG : GC :: BH : HD$.

III. In a parabola prove that $QV^2 = 4SP.PV$. A chord $QQ'$ meets the diameter through the point $P$ in $R$ so that $Q'R = 2QR$. The ordinates $QV$, $Q'V'$ are drawn to the diameter; prove that $V$ is the middle point of $PR$ and $R$ the middle point of $PV'$.

IV. In an ellipse prove that the sum of the focal distances of a point is equal to the major axis. With any points $S$ and $H$ as centres equal circles are described; a line drawn through $C$, the middle point of $SH$, cuts the circles in $Q$ and $R$ on the same side of $C$; $SQ$ and $HR$ intersect in $P$. Prove that for different positions of $CQR$ the locus of $P$ is an ellipse.

V. If the normal at the point $P$ of a central conic meet the transverse axis in $G$ and if $N$ be the foot of the ordinate of $P$, show that $CG = e^2 CN$. From a point on the transverse axis as centre a circle is drawn to touch a central conic in two points. Prove that the ratio of the tangent drawn to this circle from any point on the conic to the distance of the point from the chord of contact of the circle and the conic is equal to the eccentricity.

VI. Show that any ellipse can be orthogonally projected into a circle, and explain, with an example, how this theorem may be used to derive properties of the ellipse from those of the circle. The line joining the centre $O$ of a circle to an external point $P$ meets the chord of contact of tangents from $P$ at the point $N$, and any line $PQR$ is drawn through $P$ to meet the circle in $Q$ and $R$ and the chord of contact in $L$. Shew that $NL$, $NP$ are the internal and external bisectors of the angle $QNR$, and deduce from this theorem the corresponding property of an ellipse.

VII. Prove that any oblique plane section of a cone is an ellipse, a parabola, or an hyperbola, and that its foci are the points of contact of the two inscribed spheres which touch the plane. If $A$ be the vertex of the cone and $B$, $C$ be the extremities of the major axis of an elliptic section, prove that the area of the section is proportional to $BC . CA^{\frac{3}{2}} . AB^{\frac{3}{2}}$, and that the volume cut off from the cone is proportional to $CA^{\frac{3}{2}} . AB^{\frac{3}{2}}$.

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SATURDAY, 13TH DECEMBER, 2 TO 5 P.M.

ALGEBRA, THEORY OF EQUATIONS, AND PLANE
TRIGONOMETRY.

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N.B.—*Full marks will be awarded for answering about three-fourths of this paper.*

I. Show that if $a_1, a_2, a_3, \ldots\ldots\ldots\ldots a_n$ be in arithmetical progression the sum of their products taken two at a time is

$$\frac{n(n-2)(3n-1)}{24(n-1)}(a_1^2 + a_n^2) + \frac{n(6n^2 - 10n + 8)}{24(n-1)} a_1 a_n.$$

II. Prove that if any number expressed in the scale of $r$ and the sum of its digits be divided by $r-1$, the remainder is the same in both cases.

Prove that the number $1234\ldots\ldots r$ in the scale of $r + 1$ is divisible by $r$ if $r$ be odd, but not if $r$ be even.

III. Show how to determine the number of solutions in positive integers of the equation $ax + by = c$.

What is the greatest quantity that can be weighed in 12 ways and no more with 8 lb and 5 lb weights, the weights being placed in one scale only?

IV. Solve (1) $27^{\frac{x^4 - 8x^2 + 1}{x^2}} = 243^{\frac{x^2 - 2x - 1}{x}}$

(2) $x^2 + y^2 - z^2 + 2xy = 9$
$y^2 + z^2 - x^2 + 2yz = 27$
$z^2 + x^2 - y^2 + 2zx = 45.$

V. Prove the binomial theorem for an integral negative index assuming it to be true for a positive integral index.

Find the sum of $n$ terms of the series

$$\frac{1}{3} + \frac{1}{3^2} \cdot \frac{1}{\lfloor 2} + \frac{1}{3^3} \cdot \frac{1.4}{\lfloor 3} + \frac{1}{3^4} \cdot \frac{1.4.7}{\lfloor 4} \cdot \cdot \cdot \cdot \cdot$$

VI. Show that if a relation of the form $\alpha = \phi(\beta)$ exist between two roots of an equation $f(x) = 0$, the solution of the equation $f(x) = 0$ may be made to depend on another equation two dimensions lower.

One of the roots of the equation $64x^4 + 32x^3 + 84x^2 + 20x + 125 = 0$ is the square of another. Solve the equation.

VII. Prove that if two numbers $a$ and $b$ when substituted for $x$ in $f(x)$ give results with contrary signs an odd number of real roots of $f(x) = 0$ lies between, and if they give results with the same sign, no real root or an even number of real roots lies between them.

Show that the roots of $36x^4 - 217x^2 + 34x + 35 = 0$ are all real and determine between what integers each root lies.

VIII. 1. If the expression $ax^3 + 3bx^2 + 3cx + d$ be expressed as the difference of two cubes in the form $\{ \mu (ax + b + \nu)^3 - \nu (ax + b + \mu)^3 \} \div (\mu - \nu) a^2$, find the quadratic equation of which $\mu$ and $\nu$ are the roots.

2. If $a, \beta, \gamma$ are the roots of the equation $ax^3 + 3bx^2 + 3cx + d = 0$ find the values of $\Sigma \alpha^3 \beta^2$ and $\Sigma \dfrac{\alpha}{\beta + \gamma}$.

IX. Explain Newton's method of divisors for the solution of an equation with integral roots.

Apply the method to find the integral roots of the equation $x^6 - x^5 - 33x^4 + 7x^3 - 259x^2 + 225x - 225 = 0.$

X. Obtain formulae for the radius of an escribed circle of a triangle and for the distances of its centre from the vertices of the triangle.

Shew that $r_1 \sin A + r_2 \sin B + r_3 \sin C = 2s \left(1 - \dfrac{r}{2R}\right)$. If tangents to the escribed circles be drawn parallel to the sides $BC$,

C—23

$CA$, $AB$, meeting the sides produced in $B_1$, $C_1$, $C_2$, $A_2$, $A_3$, $B_3$, and if $R_1$, $R_2$, $R_3$, be the radii of the circumcircles of the triangles $AB_1C_1$,

$BC_2A_2$, $CA_3B_3$, show that $R_1 + R_2 + R_3 - R = \dfrac{4R^2}{r}$ .

XI. State and prove DeMoivre's Theorem.

Find the sum of $x \cos \theta + x^2 \cos 2\theta + \ldots\ldots x^n \cos n\theta$.

XII. Prove that within certain limits
$$\tan^{-1}x = x - \tfrac{1}{3}x^3 + \tfrac{1}{5}x^5 \ldots\ldots\ldots \ldots\ldots$$

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MONDAY, 15TH DECEMBER, 10 A.M. TO 1 P.M.

## ANALYTICAL CONICS.

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[*Full marks will be awarded for answering about five-sixths of the paper.*]

I. Find the condition that $ax^2 + 2hxy + by^2 + 2gx + 2fy + c = 0$ may represent two straight lines. Prove that if the lines are equidistant from the origin, $f^4 - g^4 = c\,(bf^2 - ag^2)$.

II. Find the equation of the pair of straight lines joining the origin to the intersection of the line $y = mx + c$ and the parabola $y^2 = 4ax$, and find the condition that they may be at right angles to one another.

III. Find the conditions that the general equation of the second degree may represent a circle. Determine the ratios in which the line joining two given points is divided by the circle $x^2 + y^2 = a^2$. Hence or otherwise obtain the equation of the pair of tangents drawn from a given point to the circle.

IV. Determine the condition that two circles should cut each other orthogonally. Prove that the centre of the circle cutting three given circles orthogonally is their radical centre.

V. Find the equation of the normal to the parabola $y^2 = 4ax$ at the point $(at^2, 2at)$. Prove that three normals can be drawn from any point to a parabola, and that the sum of the ordinates of the feet of these normals is zero. If the normals at the extremities of a chord intersect on the curve, prove that the chord passes through a fixed point on the axis.

VI. Find the equation of the chord joining two given points on an ellipse, and deduce the equation of the tangent at any point. From a point $P$, $(h, k)$ on the ellipse $x^2/a^2 + y^2/b^2 = 1$, focal chords $PQ$, $PR$ are drawn. Show that the equation of $QR$ is
$$\frac{hx}{a^2} + \frac{ky}{b^2}\,\frac{1+e^2}{1-e^2} + 1 = 0.$$

VII. Find the equation of the hyperbola through the point $(a \cos \phi, b \sin \phi)$ confocal with the ellipse $x^2/a^2 + x^2/b^2 = 1$. Also find

the point the chord of contact of tangents from which to the above

hyperbola is $\frac{x}{a} \cos \phi + \frac{y}{b} \sin \phi = 1$.

VIII. Find the condition that $y = m.x$, $y = m'.x$ may be conjugate diameters of the conic $ax^2 + 2hxy + by^2 = 1$. Prove that conjugate diameters of a hyperbola are conjugate diameters of the conjugate hyperbola.

IX. Determine the squares of the semi-axes of the conic $ax^2 + 2hxy + by^2 = 1$. Trace the conic $4x^2 - 24xy + 11y^2 + 20 = 0$.

X. From a point $O$ a line inclined at an angle $\theta$ to the $x$-axis is drawn intersecting in $P$ and $Q$ a conic represented by the general equation of the second degree. Determine $OP.OQ$ in terms of $\theta$. If from the same point two lines at right angles to one another are drawn cutting the conic in $P,P,'$ $Q,Q,'$ prove

that $\dfrac{1}{OP.OP'} + \dfrac{1}{OQ.OQ'}$ is constant.

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MONDAY, 13TH DECEMBER, 2 TO 5 P.M.

DIFFERENTIAL CALCULUS.

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[*Full marks will be awarded for answering about four-fifths of the paper.*]

I. Explain what is meant by different orders of small quantities. $OA$, $OP$ are radii of a circle inclined to each other at a small angle $\theta$ ; $PM$ is drawn perpendicular to $OA$ and the tangent at $A$ meets $OP$ in $T$. Taking $\theta$ to be of the first order find the order of the quantities $AM$, $PT - AM$, $AT - PM$.

If $c$ be the chord of any circular arc and $c_1$ that of half the arc, prove that the length of the arc is $\frac{1}{3}(8c_1 - c)$ nearly.

II. 1. If $(x^2 + y^2)^2 = ax(x^2 - 3y^2)$, find the limiting values of $\dfrac{dy}{dx}$ when $x = 0$.

2. If $y = A \log \sqrt[4]{\dfrac{x^2 + x\sqrt{2} + 1}{x^2 - x\sqrt{2} + 1}} + B \tan^{-1} \dfrac{x\sqrt{2}}{x^2 - 1}$, determine

$A$ and $B$ so that $\dfrac{dy}{dx} = \dfrac{1}{x^4 + 1}$.

3. If $9x^2 - 12xy + 4y^2 - 5x + 6y - 2 = 0$, prove that $\dfrac{d^2}{dx^2}\left\{ \left(\dfrac{d^2y}{dx^2}\right)^{-\frac{2}{3}} \right\} = 0$.

III. Enunciate and prove Leibnitz's theorem. Obtain the $n$th differential coefficients of $\dfrac{x}{1 + x^2}$, $\dfrac{(x - a)(x - b)}{(x - c)(x - d)}$, $e^{2x} \sin 3x \cos 4x$,

**IV.** State the conditions under which the formula

$$f(x+h) = f(x) + hf'(x) + \frac{h^2}{2} f''(x+\theta h)$$

holds, $\theta$ denoting a proper fraction, and prove it when they are satisfied.

If $\sin\{\log(1+x)\} = a_1 x + a_2 \frac{x^2}{2\,!} + a_3 \frac{x^3}{3\,!} + \ldots\ldots$, prove that $a_{n+2} + (2n+1)\,a_{n+1} + (n^2+1)\,a_n = 0.$

**V.** Investigate the equation to the first negative pedal of the curve $r^n = a^n \sin n\theta$.

Show that the fourth negative pedal of the cardioid $r = a\,(1 - \cos\theta)$ is a parabola.

**VI.** Write down the conditions that $f(a)$ may be a maximum value of $f(x)$.

If $ax^2 + by^2 = 1$, prove that $cx^3 + ey^3$ has a critical value $ce\,(a^3 e^2 + b^3 c^2)^{-\frac{1}{2}}$. Determine whether this is a maximum or a minimum when $a$, $b$, $c$, $e$ are all positive.

A parabola is cut from a right circular cone of given height. For what position of the cutting plane is the area of the section greatest?

**VII.** Prove that in any plane curve

$$\frac{ds}{dx} = \sqrt{1 + \left(\frac{dy}{dx}\right)^2}\,;\ \frac{1}{\rho} = \frac{d}{dx}\left(\frac{dy}{ds}\right).$$

If $\rho$ be the radius of curvature of a parabola at a point whose distance measured along the arc is $s$ then $3\rho \dfrac{d^2\rho}{ds^2} - \left(\dfrac{d\rho}{ds}\right)^2 = 9.$

**VIII.** Explain the general method of finding the asymptotes of a cartesian curve and verify that the perpendicular distance of a point on the curve from an asymptote diminishes without limit, as the point moves along the corresponding branch.

Show that a cubic curve with a double point cannot have parallel asymptotes.

Find the asymptotes of the curve
$2x^2(x^2 - y^2)^2 - a^2(5x^4 + 2x^2y^2 + y^4) - 2a^3x^2y + 4a^4x^2 + a^5(x+y) = 0$ and show that they all touch the same circle.

**IX.** Trace the curves $r = a\,(\sin 2\theta - \sin\theta)$; $x^5 + y^5 = 5ax^2y^2$.

<center>TUESDAY, 16TH DECEMBER, 10 A.M. TO 1 P.M.</center>

<center>DYNAMICS.</center>

*[Full marks will be awarded for answering about three-fourths of the paper.]*

**I.** Explain the terms *acceleration, force, work, kinetic energy;* and prove that in any displacement of a particle acted on by a system of forces, whether constant or variable, the increase of kinetic

energy is equal to the work done by the forces. Equal particles $P_1$, $P_2$, ... $P_n$ are attached at intervals to a light inextensible string, to the end of which nearest to $P_1$ a mass $M$ is attached. The particles are placed in a line on a smooth horizontal table so that there is a length $l$ of slack string between each adjacent pair, and the portion of the string between $P_1$ and $M$ is passed over a light smooth pulley fixed at the edge of the table in a line with the particles. Supposing the initial distance of $P_1$ from the pulley is greater than $(n-1) l$, prove that if $M$ is allowed to fall from rest, and if after it has fallen a distance $l$ the portion of the string between it and $P_1$ becomes tight, $v_n$, the speed with which $P_n$ will begin to move, is given by the equation $(M+nm)^2 v_n^2 = nM gl \{ 2M+(n-1)m \}$, where $m$ is the mass of each of the particles $P_1$, $P_2$ ... $P_n$.

II. A particle is projected in a vertical plane with a given velocity and at a given elevation. Show how to find the range on an inclined plane through the point of projection. Two particles projected from a point $P$ with equal velocities and in the same vertical plane pass through a point $Q$. If $t$ be the difference of their times of passing from $P$ to $Q$, $T$ the difference of their times of flight on an inclined plane through $P$ which is intersected in a line of greatest slope by the plane of projection, prove that $T/t = 1 - \sin(a - i)$ sec $i$, where $a$ is the inclination of $PQ$ to the horizon and $i$ that of the inclined plane.

III. A particle $P$ is describing a circle of radius $r$ with uniform speed $v$. Show how to find the position and the acceleration of $M$, the projection of $P$ on a fixed diameter of the circle, at any given instant. At a given instant a particle begins to slide from rest at a cusp down a smooth cycloid whose axis is vertical and vertex downwards, and after a time $t$ another particle $Q$ begins to slide down from rest at the same point. If $M$ and $N$ are the projections of $P$ and $Q$ on the axis of the cycloid, prove that the maximum value of $MN$ is $D \sin \dfrac{\pi t}{2T}$ where $D$ is the diameter of the generating circle of the cycloid, and $T$ the time of falling from the cusp to the vertex.

IV. Show that the moment of inertia of a material system about any axis exceeds the moment of inertia of the system about a parallel axis through the centre of inertia by the moment of inertia about the first axis of the whole mass supposed condensed at the centre of inertia. A uniform lamina in the form of a square the length of each side of which is a foot, is suspended from an angular point and vibrates as a pendulum about an axis through the point perpendicular to its plane. Show that it will make approximately 55¼ complete vibrations per minute.

V. State and prove the parallelogram of forces; and prove that if three coplanar forces acting at a point are in equilibrium, the sum of the moments of any two of them about any point in the line of action of the third is zero. Five uniform rods $AB$, $BC$, $CD$, $DE$, $EF$, of equal lengths $l$, and of the same material and thickness, are jointed together at their extremities, and the joints $B$ and $E$ are

connected by a rod of the same material and thickness, but of length $2l$. The system rests suspended in a vertical plane with the ends $A$ and $F$ of the rods $AB$ and $EF$ attached by smooth joints to two points $A$ and $F$ in the same horizontal line at a distance $l$ apart. Find the stresses in the rods $CD$ and $BE$, and the magnitudes and directions of the reactions at the joints $B$ and $C$ on the rod $BC$.

VI. Show that any system of coplanar forces may be reduced to a single force and a couple, and that the system will be in equilibrium if the sum of the moments of the forces about each of three non-collinear points in their plane vanishes. Find the condition that the resultant of forces $P$, $Q$, $R$ acting at the orthocentre of a triangle $ABC$ in directions perpendicular to $BC$, $CA$, $AB$ respectively, should pass through the circumcentre of the triangle; and prove that if the system is equivalent to forces $P$, $Q$, $R$ acting at the circumcentre towards $A$, $B$, $C$ respectively,

$$\frac{P}{\cos\dfrac{A}{2}\sec\dfrac{B-C}{2}} = \frac{Q}{\cos\dfrac{B}{2}\sec\dfrac{A-C}{2}} = \frac{R}{\cos\dfrac{C}{2}\sec\dfrac{A-B}{2}}.$$

VII. Show how to find the centre of inertia of the curved surface of a hemisphere. A thin rigid hemispherical bowl whose weight is $w$, is supported with its inner surface resting on a rough sphere of half its radius, the centre of the sphere and the bowl being in a vertical line. If a light scalepan be attached to a point in the rim and weights be placed in it till the bowl begins to slip, prove that the total weight in the scalepan when slipping takes place, is

$$\frac{w}{2}\left(2\sin e - \sin\frac{e}{2}\right)\bigg/\left(\cos\frac{e}{2} - \sin e\right),$$ where $e$ is the angle of friction;

and show that if $e$ exceeds a certain angle the bowl cannot slip however great the weight in the scalepan.

VIII. Explain the construction and use of the common steelyard. The fulcrum of a steelyard is slightly displaced from its true position so that quantities of a substance whose true weights are $W_1$ and $W_2$ appear to weigh $W_1 + w_1$ and $W_2 + w_2$ respectively. Prove that the amount of the displacement is $\dfrac{w_1 - w_2}{W_1 - W_2}\,d$, where $d$ is the distance of the true position of the fulcrum from the point of suspension of the scalepan.

IX. Describe what takes place in the collision of two elastic bodies, and find an expression for the loss of kinetic energy due to direct impact. Three balls $A$, $B$, $C$, of the same material, and of masses $m_1$, $m_2$, $m_3$ respectively, are placed in a line on a smooth horizontal table. If $A$ is made to impinge on $B$ with a given speed $v$, and $B$ after impact impinges on $C$, prove that the momentum communicated to $C$ is the same as would have been communicated to $A$ if $C$ had first been made to impinge on $B$ with speed $v$. Prove also that if $m_1 m_3 (1 + e + e^2) > e m_2 (m_1 + m_2 + m_3)$, where $e$ is the coefficient of restitution, there will be a second impact between $A$ and $B$.

WEDNESDAY, 17TH DECEMBER, 10 A.M. TO 1 P.M.

HYDROSTATICS, PNEUMATICS, AND OPTICS.

[*Full marks will be awarded for answering about three-fourths of the paper.*]

I. Define specific gravity, and show how to find the specific gravity of a mixture of liquids whose weights and specific gravities are known. To one ounce of alcohol are added $n$ ounces of water; then $n$ pints of water are added to one pint of alcohol. If equal weights of the two mixtures are mixed, it is found that the specific gravity of the third mixture is a harmonic mean to those of water and alcohol. Show that the specific gravity of alcohol is $n^2$.

II. Establish a formula for determining the resultant thrust on a plane surface exposed to liquid pressure. A triangle whose altitude is $2h$ is immersed in two liquids, the depth of the upper being $h$, with its base in the surface of the upper liquid. It is then turned so that its vertex is in the surface of the upper liquid and its base horizontal. Prove that, if the thrust in the latter position is three times as great as in the former, the lower liquid must be five times as dense as the upper.

III. Investigate the conditions of equilibrium of a solid which is partly immersed in a liquid and has one point fixed. An edge of a cube is fixed in the surface of a liquid and $\dfrac{1}{n}$ of the body remains above the surface. Show that the density of the liquid : that of the cube $= 3n^2 (n + 2) : 3n^3 + 2n^2 - 8$.

IV. Show how to graduate a common hydrometer. A common hydrometer consists of a glass bulb and stem, there being a vacuum within the bulb. One $n^{th}$ of the mass of the instrument is chipped off the bulb, and when the instrument is placed in a certain liquid the specific gravity indicated is $s$. Show that if the piece had been chipped off the top of the stem, the specific gravity indicated would be $\dfrac{n\sigma s}{n\sigma - s}$, where $\sigma$ is the specific gravity of the glass.

V. Enunciate the laws of Boyle and Charles, and deduce a formula connecting the pressure, density, and absolute temperature of a gas. Two equal thin heavy hollow hemispheres have their lowest points united by a hinge, and enclose air at atmospheric pressure. When the hinge is supported and the centre of the sphere is sunk to a depth $d$ below the surface of water, the pressure just keeps them from separating. Prove that if the centre is sunk to a depth $nd$ the hemispheres will be on the point of separating when the temperature is increased by $\dfrac{(n-1)dT}{h}$, where $T$ is the absolute temperature of the air and $h$ is the height of the water barometer.

VI. Explain how the difference of altitude of two stations may be determined by barometric observations. The barometer readings at two stations are 29·731 and 29·534 inches. Find in feet the difference of their altitudes taking the height of the homogeneous atmosphere to be 5 miles. $\log_e 29·731 = 3·39219$, $\log_e 29·534 = 3·38554$.

VII. Find the relation between the distances of two conjugate foci from the centre of a spherical refracting surface. A luminous point is midway between the centres of two refracting spherical surfaces, one convex and the other concave towards the point. The radius of each is $r$ and the distance between their centres $2d$. Prove that the distance between the images formed by the two surfaces is

$$\frac{2\,(\mu-1)\,\{\,(\mu-1)\,d^2 - \mu r^2\,\}\,d}{(\mu-1)^2 d^2 - \mu^2 r^2}.$$

VIII. Investigate the number of images of a point formed by two mirrors whose planes intersect. A luminous point is situated between two plane mirrors, which include an angle of 41°. Find the total number of images formed.

IX. Prove that if the path of a ray through a prism is symmetrical its deviation is a minimum. The minimum deviation through a prism whose angle is $i$ is also $i$. Show that the greatest possible deviation for a ray in a principal plane is

$$\frac{\pi}{2} - i + \sin^{-1}\{\,\sin i\,\sqrt{1+2\cos i} - \cos i\,\}.$$

X. Describe the astronomical telescope, define its magnifying power and show that this is approximately measured by the ratio of the focal lengths of its lenses. The focal length of the object glass of an astronomical telescope is $F$ and that of each lens of its Ramsden's eyepiece $f$. It is used to observe an object distant $nF$ from the object glass. If the length of the telescope cannot be neglected in comparison with $nF$ show that the magnifying power is $\dfrac{12n^2F + 11\,(n-1)f}{9\,(n-1)^2 f}$.

XI. Give an explanation of the formation of the rainbow.

WEDNESDAY, 17TH DECEMBER, 2 TO 5 P.M.

SPHERICAL TRIGONOMETRY AND ASTRONOMY.

I. Prove that in the spherical triangle $ABC$
   (1) $\cos c = \cos a \cos b + \sin a \sin b \cos C$.
   (2) $\cot a \sin b = \cot A \sin C + \cos C \cos b$.
   Show that if $\delta$ be the length of the arc joining the middle points of the sides of the co-lunar triangle $BCA'$, then
$$4 \sin \frac{b}{2} \sin \frac{c}{2} \cos \delta = 1 + \cos a - \cos b - \cos c.$$

II. 1. Obtain the formula $\dfrac{\sin \frac{1}{2}(A+B)}{\cos \frac{1}{2}C} = \dfrac{\cos \frac{1}{2}(a-b)}{\cos \frac{1}{2}c}$.

Prove the identity
$$\sin a \sin b + \cos a \cos b \cos C = \sin A \sin B - \cos A \cos B \cos c.$$

2. If $a+b+c=\pi$, prove
cosec $(A-E)$+cosec $(B-E)$+cosec $(C-E)$ =cosec $E$, where $2E$ is the spherical excess.

III. Obtain an expression for the circumradius of the spherical triangle (1) in terms of the angles, (2) in terms of the sides. If $C=A+B$, show that $\cot R_c = \sqrt{-\cos A \cos B \cos C}$, and that the area of the co-lunar triangle referred to is $\frac{1}{4}$ of the surface of the sphere.

IV. Define " circumpolar stars." Show how to find the latitude by observation of two meridian altitudes of a circumpolar star. What corrections have to be applied to the observed altitudes? If $a, a'$ are the altitudes of a circumpolar star at two instants separated by an interval of 12 sidereal hours, show that the latitude of the

place of observation is $\sin^{-1}\dfrac{\sin a + \sin a'}{2 \sin \delta}$, $\delta$ being the declination of

the star.

V. Explain how the change of Right Ascension of the sun is accounted for by the orbital motion of the earth. Show how to determine roughly the sun's Right Ascension on any particular day of the year. Represent in a diagram the position of the ecliptic, the sun and the star $a$ Lyrae (Vega) as seen by an observer at Madras on the 9th of December at 2 P.M., the following data being given :—

| | |
|---|---|
| Latitude of Madras | 13° N. |
| Star's Rt. Ascension | 18 hrs. 33 m. |
| Star's Declination | 38° 41′ N. |

VI. Define the equation of time and explain with the aid of diagrams how it arises. The maximum values of the equation of time due to the obliquity of the ecliptic and the eccentricity of the earth's orbit being $10^m$ and $7^m$ respectively, find how many times a year the equation of time would vanish if the maxima were interchanged. If the sun rose on the 7th of November at 7 hrs. 11 m. 4 s., what was the time of sunset, the equation of time on that day being 16 m. 12 sec?

VII. Define parallax and obtain the formula $p = \Pi \sin z$ for determining the parallax of a heavenly body. What is the combined effect of refraction and parallax on the rising and setting of the Moon?

VIII. Calculate the Moon's sidereal Period, assuming the synodic Period to be 29·53 days. How is the latter Period determined accurately?

IX. 1. Explain with diagrams the change phase of $(a)$ an inferior planet, $(b)$ a superior planet, during a synodic revolution.

2. In connexion with the satellites of Jupiter we can observe the following : (a) transits of their shadows over his disc, (b) eclipses, (c) occultations, (d) transits. Explain these phenomena by means of a diagram. What is the difference between (a) and (d) ?

X. Explain what is meant by the solar and lunar ecliptic limits? Show that there cannot be more than 3 lunar eclipses in one year. How do the appearances presented by the Moon during its successive phases from opposition to conjunction differ from those presented by it during the progress of a lunar eclipse from first contact to totality ?

## BRANCH II-A.

### PHYSICS.

[*Not more than* three *questions in A*, three *in B. and two in C. are to be attempted.*]

## A.

I. 1. Give instances of the distinction between the terms *massive* and *heavy*. How would you prove that mass and weight are proportional? 2. What is meant by *the mean density* of a body ? Explain the method of determining the mean density of the Sun. What inference can you draw as to the interior constitution of the Sun from an approximate determination of its mean density. 3. Compare the mean densities of Jupiter and Saturn, their diameters being as 13 : 11 and their masses as 7 : 2.

II. 1. Define *elasticity*, and show how to distinguish by its aid *solids* from *fluids*. 2. What is the distinction between *gases* and *vapours ?* 3. State *Boyle's law*. Explain what is meant by the *compressibility* of a gas at constant temperature, and show that it varies inversely as the pressure.

III. 1. Explain generally the mode of propagation of a long wave in a canal. Does the speed depend on the density of the liquid? Give reasons. 2. Explain the action of oil in destroying waves. 3. Is a small or a large boiler of the same boiler plate more likely to burst with a given pressure of steam, and why ?

IV. 1. In what respects may two musical notes differ, and what are the physical causes of these differences? 2. Explain why the velocity of sound in air depends on the height of the thermometer, but not on that of the barometer. 3. The velocity of sound in air at 0°C is 1090 ft. per second. Find approximately the temperature when the velocity of sound in air is 1140 ft. per second. (The expansion of air is $\frac{1}{273}$ per degree centigrade).

## B.

V. 1. State how *temperature* is commonly measured, and how it is measured absolutely. 2. What is meant by *the specific heat of* a substance ? How may it be determined in the case of alcohol ? 3. Explain the process by which water can be made to boil without

the application of heat, and why this process, if sufficiently pro-
tracted, ends in the freezing of the water.

VI. 1. Define the *thermal conductivity* of a solid body, and
describe one mode of determining it by experiment. 2. The thermal
conductivity of iron is about 0·0133 (the units being the foot, the
minute, and the degree centigrade). Find how much heat per hour
is lost by a boiler of ¼ inch plate whose surface is 10 square yards
and which contains water at 110°C, the external surface of the
boiler being kept at 100°C. 3. Describe an experiment to prove
the equality of the radiating and absorbing powers of a body for any
definite kind of radiation, and illustrate it by analogies from other
branches of physics.

VII. 1. Distinguish between the *intrinsic brightness* and *illumi-
nating power* of a luminous surface. 2. Describe one of the methods
of photometry. 3. Explain why blue and yellow pigments mixed
give *green*, while a disc painted with alternate segments of the
same blue and yellow appears of a *purplish colour* when it is made
to rotate rapidly.

VIII. 1. Describe the various parts of the *spectroscope* and explain
their uses. Explain how it enables us to tell whether or not a star
is approaching the Earth. 2. Give a general sketch of the mode in
which the primary rainbow is produced, pointing out specially why
it is red on its outer border. 3. Explain the source of the colours
of a soap bubble.

**C.**

IX. 1. State what is meant by the *potential* of an electrified
condenser, and give analogous terms in other branches of physics.
2. Two spherical conductors, whose radii are one and two feet,-
remote from other conductors and from one another, are charged
with one and three units of electricity, respectively. What will be
the ratio of their potentials and of the energy of the charge? If
they be now connected by a fine long wire, how will the distribution
of electricity be altered? 3. If water be allowed to drop from an
insulated metallic vessel, the vessel usually becomes electrified.
What are the sources (i.) of the electricity, (ii.) of the energy of the
charge?

X. 1. What do you understand by the *electric resistance* of a
conductor? On what does the electrical resistance of a wire
depend? 2. A current has to be sent from a battery of 12 cells
though a wire whose resistance is equal to the internal resistance
of one cell. Compare the currents produced (i.) when the cells are
arranged in *series*, the copper pole of each being connected with the
zinc pole of the next; (ii.) when they are arranged in 3 series of 4
cells each, the copper poles of each series being connected together
and the zinc poles also similarly connected. 2. What is the differ-
ence between an arc electric light and an incandescent electric
light?

XI. 1. How may the total intensity of the Earth's magnetic
field in any one place be compared with that in any other? 2. State
the fundamental phenomenon of diamagnetism and one mode of

accounting for it.   3. If a copper top be made to spin in a powerful magnetic field, what will happen, and why?

SATURDAY, 13TH DECEMBER, 2 TO 5 P.M.
## INORGANIC CHEMISTRY.

I. Give a general description of the methods for determining atomic weights.   Which of these methods have been applied in fixing the atomic weight of aluminium?

II. What is meant by the chemical equivalent of an element, and how may it be determined?   Explain how the chemical equivalent may help in the determination of the atomic weight, but why this alone cannot definitely decide what the atomic weight is.

III. Distinguish between empirical, molecular, and constitutional formulæ, giving examples.   Explain briefly how these formulæ are determined.

4 gms. of a substance yield on analysis 0·035 gm. of H, 1·103 gms. of S, 1·655 gms. of O, and 1·207 gms. of Cl.   Determine its empirical formula, and identifying the substance write its graphic formula, giving your reasons for the same.
[H : O : S : Cl :: 1 : 16 : 32 : 35·5].

IV. State the laws of Henry and Dalton relating to the absorption of gases by water.   Mention instances in which the law is not rigorously satisfied.

The coefficients of absorption of nitrogen and of oxygen at 0°C and 760 mm. are, respectively, 0·02 and 0·04.   Calculate the proportion in which these gases will be dissolved by water exposed to the atmosphere.

V. Describe the manufacture of coal gas, and name and classify its constituents.

VI. What are the conditions which affect the luminosity of flames, and how may those conditions be experimentally verified?

VII. Describe the preparation and properties of hydrogen dioxide.   Compare its properties with those of ozone and of chlorine, respectively.   How can the presence of small quantities of this compound in water be detected?

VIII. How is bleaching powder manufactured?   What is its composition?   How may oxygen be obtained from it?   What is the action of chlorine on the following substances in aqueous solutions:—arsenious acid, ammonia, hydrogen sulphide, stannous chloride, sodium sulphite, and potassium iodide?

IX. Describe the preparation of ordinary phosphorus from bone ash, giving equations for all the interactions.

X. Give an account of the elements belonging to one of the following groups, bringing out clearly the gradation of properties exhibited by the elements and their compounds:—(1) the halogens, (2) the nitrogen group, (3) the alkali metals.

MONDAY, 15TH DECEMBER, 2 TO 5 P.M.
### MIXED MATHEMATICS.

I. Prove that if three forces are in equilibrium their lines of action must be coplanar and concurrent or parallel. Two smooth spheres each of radius $r$ and weight $W$ lie in contact in a smooth spherical bowl of radius $R$. Show that the pressure between the spheres is $Wr/\sqrt{R(R-2r)}$.

II. Enunciate and prove the "polygon of forces". Forces $P$, $Q$, $R$, $S$ act along the sides $AB$, $CB$, $CD$, $AD$, respectively, of a quadrilateral $ABCD$. If the forces are in equilibrium, show that $P/AB : Q/CB :: S/AD : R/CD$.

III. Find the centre of gravity of a uniform pyramid on a triangular base and deduce that of a uniform cone. A solid figure consists of a cone and a hemisphere on the same base. Show that if the height of the cone is less than $\sqrt{3}$ times the radius of the hemisphere, the figure will always come to rest with the axis of the cone vertical. [The centre of gravity of a solid hemisphere is at a distance $\frac{3}{8}$ of the radius from the plane face.]

IV. Show how to graduate the Roman (common) steelyard. $ABC$ is a Roman steelyard; $A$ is the point at which the weights are hung and $C$ is the fulcrum. A weight $W$ at $A$ is balanced by $P$ at $B$. A layer of dust on the beam is removed and it is then found that $P$ at $B$ balances $W$ at $A$. Assuming the centre of gravity of the dust to be half way between $A$ and $B$, find an expression for the weight of the dust removed.

V. 1. Prove the theorem known as the "parallelogram of accelerations." 2. Explain what is meant by relative velocity. Two points move simultaneously from points $A$ and $B$ which are $a$ feet apart, one from $A$ towards $B$ with a velocity $v$ and the other at right angles to this with velocity $u$. Show that the two moving points will be nearest together after a time $av/(u^2-v^2)$ seconds, and that the distance between them at that instant is $au/\sqrt{u^2-v^2}$ feet.

VI. Prove the formula $s = ut - \frac{1}{2}gt^2$. A stone is thrown vertically upwards from the top of a tower with a velocity of 48 feet per second, and at the same instant another stone is thrown vertically downwards with the same velocity. How many seconds longer will the first stone take to reach the ground than the second? ($g=32$).

VII. Find the time of quickest descent from any point to a curve $AB$ in its own plane. A straight line is inclined at an angle of 30° to the vertical and is distant 4 feet from a point $P$; find the time of quickest descent from $P$ to the line.

VIII. Describe Atwood's machine, and explain how it may be used to determine the acceleration due to gravity. Masses $M$ and $M+m$ are attached to the ends of the string of an Atwood's machine, and another mass $2m$ is so placed in the path of $M$ that it is picked up by $M$ when $M$ is ascending and left behind at the same point when $M$ is descending. Show that if $u$ is the velocity of $M$ just before

C—24

the first impact, the system will finally come to rest at a time $\dfrac{4u\,(M+m)\,(2M+m)}{m^2 g}$ secs. after the first impact.

IX. Explain what is meant by the terms momentum, potential energy, kinetic energy. Calculate the momentum and the energy (1) of a bullet weighing 5 grammes moving at the rate of 400 metres a second, (2) of a mass of 1000 kilogrs. moving at the rate of 20 cm. per second. Find the forces required to stop each in 1/10 second, and the work which each body would do while being stopped.

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TUESDAY, 16TH DECEMBER, 10 A.M. TO 1 P.M.

PHYSICS.

[*Not more than three questions in A, two in B, and four in C are to be attempted.*]

### A.

I. Explain what is meant by the dimensions of a physical quantity. Find the dimensions of *velocity, density, force, power*. Express the poundal in terms of the yard, the ounce, and the hour as the fundamental units.

II. Describe the reversible pendulum and explain how it is used to find the value of $g$. A spring balance, which is graduated at London where $g = 32\cdot19$, is used at Singapore where $g = 32\cdot09$. Find the true weight of a body which appears to weigh 10 oz.

III. Explain the terms *stress, strain, shear, rigidity, Young's modulus*. Calculate Young's modulus for a steel wire from the following data:—length of wire = 550 cm., diameter of wire = 0·07 cm., elongation produced by a weight of 12·8 kilo = 0·8 cm. Take $\pi = \frac{22}{7}$.

IV. Describe how the surface tension of a liquid may be shown and explain how it can be measured.

### B.

V. Explain why Newton's formula does not give the true value for the velocity of sound in air, and show how it was corrected by Laplace.

VI. Describe any method of determining the pitch of a note. Investigate the change in the pitch of a note produced by the relative motion of the observer and the sounding body.

VII. Describe how the air vibrates in an organ pipe, and explain how this may be experimentally investigated. Account for the difference in the overtones produced by stopped and open pipes.

### C.

VIII. Explain what is meant by the aberration of light. How has this method been used to determine the velocity of light?

IX. Obtain a formula for the focal length of a lens in terms of the distances of the object and image. The image of an object

magnified five times is to be thrown on a screen at a distance of fifteen feet. Find the focal length of the lens required, and show where it must be placed.

X. Explain what is meant by the irrationality of dispersion. Show how lenses may be combined to give achromatism in the eyepiece of telescope.

XI. Explain how the wave length of a ray of light may be determined.

XII. Explain the formation of rings and crosses by means of polarised light.

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TUESDAY, 16TH DECEMBER, 2 TO 5 P.M.

## PHYSICS.

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[*Not more than three questions in A, B, and C are to be attempted.*]

### A.

I. What is temperature ; how is its nature explained by the dynamical theory of heat ? Describe an apparatus by means of which high temperatures may be measured, and fully explain its action.

II. Describe the two methods which are adopted in measuring the coefficient of dilatation of gases. How and why do the results obtained by means of these two methods differ from each other in the case of any gas ?

III. What is the critical temperature of a gas ? How has the continuity of the liquid and the gaseous states of matter been proved ? Why is there a maximum pressure for vapours corresponding to any given temperature ?

IV. How has the specific heat of a gas at constant volume been directly measured ? How are the two specific heats of a gas related to its two elasticities ?

V. What is a reversible engine ? Describe the operations of Carnot's reversible engine, and show how, by their means, the value of the absolute zero of temperature may be ascertained.

### B.

VI. Summarise the evidence in favour of the view that magnetism is a molecular phenomenon, and explain clearly what is conceived to be the nature of this phenomenon.

VII. Name the three elements of terrestrial magnetism, and show how they are related to each other. Explain how their value may be experimentally determined in any particular place.

VIII. Distinguish between magnetic susceptibility and magnetic permeability, and show how they are related to each other.

IX. Derive the units intended for measuring (1) the moment of a magnet, (2) the strength of a magnetic field of force, and (3) the intensity of magnetisation of a magnet. Give the dimensions of these units, and explain how they are related to one another.

## C.

X. What part does the dielectric medium play in the pheno-
menon of electric induction, and how does this phenomenon affect
the medium itself? Refer to the results of experiments in answering
this question.

XI. Describe the Voss or the Wimshurst electric machine, and
explain its action fully. How does it differ from the Holtz machine
in respect of its action?

XII. Explain the construction and theory of the tangent galvano-
meter, and show how it may be used to determine the value of the
strength of an electric current in absolute measure.

XIII. What are the causes which produce variations in the internal
resistance of voltaic cells? How is this resistance experimentally
measured?

XIV. What are Roentgen rays? How are they produced and how
detected? Explain how they differ from cathode rays and rays of
ordinary light, and mention any practical use to which they have
been put.

### BRANCH II-B.

SATURDAY, 13TH DECEMBER, 10 A.M. TO 1 P.M.

### PHYSICS.

[*Not more than two questions in A, C, D and E, and one ques-
tion in B are to be attempted.*]

## A.

I. 1. Explain the terms *mass, momentum*, and *acceleration*.
2. State and explain carefully Newton's third law of motion.

II. Show how to obtain the specific gravity of a substance (1)
heavier than water, (2) lighter than water, (3) that will dissolve in
water, (4) a powder that must be kept dry.

III. A thin uniform rod 6 feet long and of specific gravity 0·75
floats partly immersed in water, its upper end being supported by
a string 3 feet long whose other end is attached to a hook 4½ feet
above the surface of the water. Find the magnitudes and directions
of the forces acting on the stick and the angle the stick makes with
the surface of the water.

## B.

IV. Give an account of the kind of wave motion by which sound
is propagated in air. What are the conditions on which the velo-
city, loudness, and pitch of a sound depend? What are nodes and
loops? How can their existence be made evident in a column
of air which is producing a musical sound.

V. Describe and explain a laboratory method of determining
the velocity of sound in air.

### C.

VI. Give an account of some accurate method of determining the absolute coefficient of expansion of mercury.

VII. Describe Bunsen's calorimeter, and explain its use.

VIII. State and explain Dalton's law as to the pressure of vapours. How may the vapour pressure between 0°C and 50°C be obtained?

### D.

IX. Explain the terms principal focus, focal length, real image, and virtual image. A convex lens of focal length 40 cms. is placed in contact with a concave lens of focal length 66 cms. Trace the path of a pencil of rays passing through the combination from an object at a distance of 204 cms.

  X. Describe either Fizeau's or Foucault's method of determining the velocity of light.

XI. Explain how rainbows are formed.

### E.

XII. What is meant by specific inductive capacity? Describe a method of comparing the specific inductive capacities of two substances.

XIII. Describe the construction and explain the action of one form of an inductional electric machine.

XIV. State the laws of induction of currents. Describe the induction coil, and explain the use of the condenser.

SATURDAY, 13TH DECEMBER, 2 TO 5 P.M.

## CHEMISTRY.

I. State the laws of electrolysis, and give a short account of the theory by which electrolytic phenomena are explained.

II. Five litres of chlorine are mixed with five litres of carbon monoxide (both gases being measured at normal temperature and pressure) and the mixture is exposed to sunlight. Calculate the volume of the total carbon dioxide which can be obtained from the resulting compound by decomposing it with water, the carbon dioxide being measured at 20°C. and 750 mm., the pressure of aqueous vapour at this temperature being 17·363 mm.

III. A mineral has the following centesimal composition:—

    MgO  31·26     SiO$_2$  46·96     H$_2$O  21·22 = 99·44
    Calculate its formula.

        [H : O : Mg : Si : : 1 : 16 : 24 : 28.]

IV. What impurities is hydrogen liable to be associated with when prepared from zinc and sulphuric acid? What are the sources of these impurities? Which of them are removable, and how?

V. What experimental facts lead to the conclusion that the molecule of ozone consists of three oxygen atoms occupying two. unit volumes ?

VI. What are the principal sources of iodine, and how is the element prepared from them ?

VII. In what combinations does zinc occur in nature? What are the physical properties of the metal? Mention some of its alloys, naming their constituents. How is the metal obtained from its ores ?

VIII. How does magnesium occur in nature, and how is the metal prepared in large quantities ? Give a short account of its chemical properties, pointing out its relations with the alkaline earth metals and with the metals of the zinc group. .

MONDAY, 15TH DECEMBER, 2 TO 5 P.M.

## CHEMISTRY.

[*Not more than nine questions are to be attempted. Equations are to be given for all reactions.*]

I. Describe Victor Meyer's method of determining the vapour density of volatile substances. Show how the conclusion that the phosphorus molecule is tetratomic and the mercury molecule is monatomic has been arrived at.

II. State the periodic law and illustrate it by the nitrogen group of elements. How may the existence and the properties of unknown elements be predicted by the application of the periodic law. Mention instances of such predictions having been verified.

III. What is meant by the atomic heat of an element ? 0·4843 gm. of a metal gave 0·71 gm. of its sulphate. Calculate the atomic weight and the valency of the metal, its specific heat being 0·081.

IV. Discuss the theory of valency with reference to nitrogen. Name the hydrides of nitrogen, and give their formulae, their methods of preparation, and their properties.

V. Describe how you would proceed to determine the solubility of a salt in water at a given temperature. What peculiarity is shown by the following substances as regards their solubility in water at different temperatures :—calcium hydrate, sodium chloride, sodium sulphate ?

VI. Give an account of the action of nitric acid on metals, noting the effect of dilution and temperature.

VII. How may each of the oxides of carbon be prepared in a state of purity ? How may the composition of each oxide be determined, (1) by volume, (2) by weight ?

VIII. Name six reducing agents that are ordinarily employed in the laboratory, and give examples of their use as such.       : .

IX. State what changes take place when chlorine gas is passed through the following :—(1) water in which chalk is suspended, (2) a hot concentrated solution of caustic potash, (3) melted sulphur,

(4) an aqueous solution of ammonium chloride, (5) an aqueous solution of ammonia, (6) a heated tube containing a mixture of silica and charcoal.

X. What element does silicon resemble most? Point out the resemblances between them. How may silicon be isolated? Name four silicates that occur in nature, and explain how the large number of silicates met with is accounted for.

XI. Name the chief minerals containing chromium, and give their formulae. What are the chief oxides of chromium, and how may they be prepared? Describe the preparation of chromyl chloride.

XII. Describe in detail how you would use the electrolytic method to determine the ratio between the equivalent weights of copper and hydrogen. State what changes take place when the following are electrolysed :—solution in water of sodium sulphate, solution in water of silver nitrate, fused sodium chloride.

TIME : 4 HOURS.
## CHEMISTRY. (PRACTICAL EXAMINATION.)

The substance given for examination contains not more than two bases and two acids; and you are to ascertain its composition. Tabulate your results. No value will be attached to incomplete work or to results which are recorded, unless it is clearly shown how they have been arrived at.

TUESDAY, 16TH DECEMBER, 2 TO 5 P.M.
## CHEMISTRY.

[*Not more than five questions in A and four in B are to be attempted. Equations are to be given for all reactions* ]
### A.

I. (1) How would you detect the presence of N and S in organic bodies? Describe accurately one method of estimating quantitatively either of these elements. (2) A mixture of silver acetate and butyrate gave on analysis, carbon, 21·54 per cent. and silver, 58·61 per cent. Calculate the relative proportion of the salts in the mixture.

II. Describe four general methods for the preparation of olefines. How can they be converted into hydrocarbons of the acetylene series? How do they behave when acted on by zinc chloride, aqueous hypochlorous acid, and potassium permanganate?

III. Give examples (using graphic formulae) of the three classes of alcohols. By what reactions can they be distinguished from each other? How do oxydising agents act on these alcohols? How may isobutyl carbinol be synthesised from isobutyl alcohol?

IV. A liquid on analysis was found to have the formula $C_4H_8O$. Name the various compounds which have this formula, and state how you would identify them?

V. What is zinc ethide? How is it prepared? Give some examples of its use in organic synthesis.

VI. How many lactic acids are known? How do you explain the existence of these? How may the different varieties be prepared? How would you show that these contain an alcoholic hydroxyl?

VII. What are amides? Describe five general methods for their preparation. Point out the characteristic properties of these compounds. How would you prepare methylamine from acetamide?

VIII. What is urea? Describe four methods of synthesising it. Show its relation to carbonic acid. Name an isomer of urea and give its graphic formula.

### B.

IX. What are the characteristic differences between the benzene and the methane derivatives? Mention one reaction by which a benzene derivative is produced from a methane derivative.

X. What is aniline? How is it prepared from benzene? What dye-stuffs are made from aniline? Write the structural formula for any one of these, and state what evidence there is in support of it.

XI. How is phthalic acid prepared? Name its isomers. Write the graphic formulae for these acids, and state the evidence there is in support of these formulae.

XII. What are diazo compounds? How are they prepared? Mention some of their characteristic reactions.

XIII. What are phenols? How do they resemble, and how do they differ from, tertiary alcohols? How may (1) benzene, (2) salicylic acid, and (3) picric acid be prepared from ordinary phenol? By what reactions can ordinary phenol be recognised?

. XIV. Describe three methods of synthesising anthracene from benzene derivatives. Write its graphic formula. How is it related to anthraquinone? How may each be converted into the other?

XV. What is the accepted constitution of naphthalene? What experimental evidence is there to support it?

XVI. What are terpenes? How are they related to cymene, and how can they be converted into it? Describe a synthesis of cymene by which its constitution is shown.

$$H : C : O : Ag = 1 : 12 : 16 : 108.$$

### BRANCHES II-A. & II-B.

17TH AND 18TH DECEMBER—TIME : 3 HOURS.

## CHEMISTRY. (PRACTICAL EXAMINATION.)

Each of the substances, marked A and B, contains not more than one base and one acid; you are to examine them by dry and by wet tests, and the analyses are to be tabulated.

The completeness with which all tests and observations are recorded will be taken into account in valuing the results arrived at.

## BRANCH III.

SATURDAY, 13TH DECEMBER, 10 A.M. TO 1 P.M.

### GENERAL BIOLOGY.

I. "The cell is a bit of protoplasm with a nucleus." Criticise this statement in the light of the knowledge which you have gained by your study of the subject.

II. Give an account of the chemical composition of protoplasm.

III. Describe the various methods of reproduction which obtain among unicellular organisms.

IV. "Differentiation of structure goes hand in hand with division of physiological labour." Show by means of properly selected examples that you understand this statement.

V. Write an essay on the locomotion of unicellular organisms.

VI. Write a few lines from the biological standpoint on each of the following :—(1) Pasteur's solution. (2) The necessity of oxygen to organisms. (3) The necessity of water to organisms.

SATURDAY, 13TH DECEMBER, 2 TO 5 P.M.

### GENERAL BIOLOGY.

I. Compare organised and unorganised bodies with regard to (a) their plan of structure, (b) their physical properties.

II. Write an essay on cell metabolism.

III. Under what general conditions and in what manner have the leaves of plants and the shells of molluscs been converted into fossils ?

IV. Criticise the following terms with reference to their use in Biology :—cells, organised bodies, free cell formation.

V. Discuss the relationship between animals and plants. What facts would you be guided by in assigning any particular unicellular organism to either the animal or vegetable kingdom ?

## BRANCH III-A.

MONDAY, 15th DECEMBER, 10 A.M. TO 1 P.M.

### BOTANY.

I. Describe in detail the male and female organs in any moss.

II. Give a brief account of the spore-bearing generation in Marsilia.

III. Enumerate the main facts in the life-history of Penicillium or Peronospora. How do these two plants obtain their nutriment ?

IV. To what orders do the following plants belong :—Fucus, Marchantia, Oedogonium, Isoëtes, Chara ? Indicate their mode of life and in what localities you would look for them. How is fertilisation effected in each case ?

V. State the more important facts which have been ascertained by experimental water culture.

VI. Write short notes on :—pyrenoids, bicollateral bundles, the waste products of plants, protoxylem, pseudocarps.

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MONDAY, 15TH DECEMBER, 2 TO 5 P.M.

BOTANY.

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I. Describe the more important kinds of dehiscent fruits. Name a few plants whose fruits develop into schizocarps. In what natural orders does this kind of fruit occur ?

II. How would you recognise plants of the natural order Euphorbiaceae ? Give an account of the various modes of the arrangement of flowers commonly observed in Euphorbiaceous plants.

III. What is a placenta ? Describe the main kinds of placentation occurring in South Indian plants, taking particular examples.

IV. Give the characteristic features of the order Rutaceae, and discuss its relationship with nearly allied orders.

V. Give an account of the functions of the various tissues of a flowering plant.

VI. Describe the structure and development of the macrospore of Phanerogams. State the changes which it undergoes before and immediately after fertilisation.

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SATURDAY, 20TH DECEMBER, 10 A.M. TO 1 P.M.

PRACTICAL BOTANY.

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I. Draw up explanatory notes on the specimens marked A. B. C. D. E. F.

II. Describe fully and refer to their natural orders the plants marked G. H. I.

III. Comment on the specimens marked J. K. L. and draw a floral diagram of any one of them.

IV. Make preparations illustrating the structure of the specimen marked M. Your answer must be illustrated by clear diagrams.

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SATURDAY, 20TH DECEMBER, 2 TO 5 P.M.

PRACTICAL BOTANY.

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I. Take either of the specimens marked B. or C. and make a careful study of it. Leave preparations and diagrams illustrating the more important points.

II. Make preparations accompanied by sketches to show the chief tissue elements of the stem provided.

III. Make a transverse section of the leaf provided and fix the part of your preparation under the microscope. Show by means of a diagram the structures actually seen in the preparation.

IV. Identify the microscopical preparations marked 1, 2, 3, 4, 5, 6, 7, 8.

## BRANCH III-C.

### MONDAY, 15TH DECEMBER, 10 A.M. TO 1 P.M.

## ZOOLOGY.

I. Give a general account of the Radiolaria.

II. Describe the characters by which you would be guided in assigning a cockroach, a butterfly, a housefly, and a bee, to their respective orders.

III. Give an account of the respiratory organs of the Mollusca.

IV. In what respects does Balanoglossus agree with (a) an echinoderm, (b) a worm, (c) a vertebrate.

V. Illustrate by means of well selected examples the terms primitive, rudimentary, homologous, protective, and pelagic.

VI. Compare the gastrula stage of the frog with that of Amphioxus in regard to their characters and mode of origin. Does the gastrula stage exist in Birds ?

### MONDAY, 15TH DECEMBER, 2 TO 5 P.M.

## ZOOLOGY.

I. Give a general account of a Hydroid colony, and describe the sexual reproduction of the Hydrozoa.

II. Distinguish carefully as regards external characters only, the adult form of each of the following:—a turbellarian, a trematode, a cestode, a nemertean, and a nematode. Mention the localities in which they may be found.

III. Give concise descriptions of (1) abyssal fauna, (2) Botryllus, (3) ethology, (4) Myxine, (5) notochord, (6) Hydrocorallina, (7) parthenogenesis.

IV. Give an account of the relation of the impregnated ovum, embryo, or foetus, to the parent in Fishes, Amphibians, and Marsupials.

V. Compare the structure of the heart in a bony fish, frog, turtle, and pigeon.

VI. Give a general account of the Cetacea.

### TUESDAY, 16TH DECEMBER, 11 A.M. TO 2 P.M.

### PRACTICAL ZOOLOGY.—(1st Paper.)

I. *Cockroach.* Remove the cerebral and suboesophageal nerve ganglia and place them in spirit in a watch glass. Their relation to the oesophagus is to be shown by retaining a portion of the latter.

II. *Fresh-water Mussel.* Expose as fully as possible the entire alimentary canal from the side.

III. *Pigeon.* Make a preparation to show the course of the bile and pancreatic ducts. Fix the dissection on a board.

IV. *Leech.* Make a preparation to show developing spermatozoa. Leave the preparation under the high power of the microscope, and make a sketch of the stage or stages actually shown.

WEDNESDAY, 17TH DECEMBER, 11 A.M. TO 2 P.M.
### PRACTICAL ZOOLOGY.—(2nd Paper.)

I. Give a comparative description accompanied by diagrams of the external characters of the animals provided. Remove the appendages of one side from each animal and arrange them serially on a board.

II. Vivâ voce examination.

### BRANCH III-D.
MONDAY, 15TH DECEMBER, 10 A.M. TO 1 P.M.
### GEOLOGY (1).

I. Describe the physical characters and mode of occurrence of the various forms of silica found in Nature.

II. What is meant by *pleochroism* ? Define the terms *face-colours* and *axis-colours*, pointing out precisely how they are determined.

III. Describe the characters and geological mode of occurrence of three iron-ores, illustrating your answer by precise references to occurrences of iron-ores in India.

IV. Describe fully the mineralogical characters and the modes of occurrence of the felspars.

V. Describe the following rocks :—gabbro, trachyte, serpentine, amygdaloidal basalt, travertine, oolite, crush-conglomerate, phonolite.

VI. Explain the following terms :—micropegmatitic, ophitic, geode, paramorphism, idiomorphic, isomorphism, zoneplane, twinning plane.

VII. Give an account of the nature and mode of occurrence of crystalline limestones.

VIII. Describe the minerals isomorphous with anglesite.

MONDAY, 15TH DECEMBER, 2 TO 5 P.M.
### GEOLOGY (2).

I. Indicate the zoological affinities of the following fossils and name the formations in which they have been found:— *Sivatherium giganteum, Physa prinsepi, Dicynodon orientalis, Estheria mangaliensis, Trigonia ventricosa, Productus indicus, Orbitoides papyracea, Stephanoceras macrocephalus, Halobia lommeli, Cardita beaumonti.*

II. Compare the cretaceous formations of the Trichinopoli district with those of Bágh, pointing out the extra-Indian affinities of both.

III. Describe precisely the origin of unconformability and of overlap. Why is there generally a marked contrast between the fossil contents of two unconformable series of strata ?

IV. Compare the fossils of the Damuda series with those characteristic of the Rajmahal beds.

V. Explain with the aid of diagrams the following terms :— syncline, reversed fault, outlier, laccolite, inverted strata, hade, escarpment, false-bedding.

VI. Give an account of the Vindhyan system.

VII. What do you know concerning the nature and mode of occurrence of (a) radiolarian ooze, (b) diatomaceous ooze, (c) red clay, (d) pteropod ooze ?

VIII. Explain the theory of artesian wells, comparing them with ordinary springs.

TUESDAY, 16TH DECEMBER, 10 A.M. TO 1 P.M.

PRACTICAL GEOLOGY.

I. Name the minerals marked A. B. C. D. E. and F. Describe each briefly and give the chemical composition and physical properties.

II. Name and describe the rock sections G. and H.

III. Name the rock specimens I. J. and K., give their mineral composition and mode of occurrence and mention localities in South India where similar rocks occur.

IV. Describe the three crystal models L. M. and N. and name some minerals crystallizing in each form.

V. By what tests would you distinguish between the following minerals ? Explain fully how you would proceed in testing them :— 1. Apatite and Beryl. 2. Argentite and Galena. 3. Dolomite and Calcite. 4. Pyrite and Pyrrhotite. 5. Ilmenite and Magnetite.

VI. Explain the formation of geodes in Amygdaloid Lavas.

TUESDAY, 16TH DECEMBER, 2 TO 5 P.M.

PRACTICAL GEOLOGY (2).

I. Name the fossils A, B, C, D, E, and F and explain their proper positions in the Zoological and Geological scales respectively.

II. Describe fully the structure of the Genus Belemnites and mention its position in Geological time.

III. Give the life history of a great volcanoe, its building, action and extinction ;          or

Explain the formation of a great coalfield—Indian or otherwise. Name the chief varieties of coal recognised, and describe briefly three of the leading plants constituting the coal mass. Illustrate by coloured diagrams, which will receive much attention.

IV. Give some account of either the Cretaceous, or the Upper Gondwana rocks occurring South of the Mahanaddi valley. Name and describe briefly the leading fossils, animal or vegetable, which characterize the system you choose for description.

V. Describe the earliest known traces of Man's existence in the Indian Peninsula, and assign them their proper position in Geological time. Name some of the localities where they have been found.

VI. To what Geological systems do you assign the Genera Nummulites, Ollenellus, Lingulella, Stringocephalus, Palæozamia, Conularia, Sigillaria, Bellerophon, Lepidodendron, Calceola, Olhamia, Glossopteris. Name clearly their zoological and botanical affinities.

BRANCH IV.

SATURDAY, 13TH DECEMBER, 10 A.M. TO 1 P.M.

DEDUCTIVE LOGIC.

I. Logic is spoken of as a *Regulative* Science. What are the characteristics of a Regulative Science? How does Logic as a regulative science differ from Aesthetics and Ethics?
Is the function of Logic *proof* or *discovery*?

II. Show that the controversy about the import of propositions turns really upon a difference of opinion as to the *scope* of Logic.

III. Distinguish between Contradictory and Contrary terms, and show that this distinction is more valuable from a logical point of view than that between Positive and Negative terms.

IV. Prove the legitimacy of Conversion without taking for granted the rules of conversion.
(a) *Only some men are wise :*—Contraposit.
(b) *Truth will prevail :*—Give the obverse of its contradictory.

(c) *Few men think, but all have opinions :*—Express this in a single proposition and give the contradictory of its obverse.

V. Examine the psychological basis of Mill's theory of the syllogism. On what grounds has the validity of the Fourth Figure been disputed? Some men who get on in life are really not talented,..for everyone who pushes himself forward gets on in life, though everyone who pushes himself forward is not talented :—State this argument in a syllogistic form and reduce it to the First Figure.

VI. Logicians are divided in their view as to the interpretation of the conjunctive " either, or " in the disjunctive proposition. What interpretation would you accept and why? State and illustrate the different forms of the Disjunctive Syllogism and reduce them to the corresponding Hypothetical forms.

VII.  Examine the validity of the following arguments :—
(a) If philosophical theories are true some st least ought to be accepted by a majority of thinkers but as not a single theory

fulfils this condition, no philosophical theory can be true. (*b*) No mere education and training will make one a poet, and none but those who receive education and training can become scientists, and hence it is impossible for one to be both a poet and a scientist. (*c*) All rich men are influential ; all influential men are not just in their dealings ; some men who are not just in their dealings are not respected ; therefore some rich men are not respected.

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SATURDAY, 13TH DECEMBER, 2 TO 5 P.M.

INDUCTIVE LOGIC.

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I. The conception of system is the ground of all inference, but this conception is not itself an inference. Examine Mill's view of this position, in the light of evolution.

II. The force of analogy depends not upon the number, but *weight* of the points compared, and this empiricism overlooked. Explain.

III. 'Hypotheses non fingo.' Has the development of Logic and of Science justified this statement of Newton ? Explain the saying 'facts are only familiar theories.'

IV. Distinguish between empirical law and true theory, and illustrate the evolution of the latter from the former.

V. 'Exceptio probat regulam' Show how the application of the experimental methods exemplifies the truth of this saying.

VI. All definition is relative to an end or purpose, and moreover tends to become obsolete. Explain.

VII. What relation does classification bear to induction ? What general principles will you lay down for the right conduct of classification ; and show how those principles differ with differences in the objects to be classified ?

VIII What is the proper place of Fallacies in Logic ? Explain and exemplify the fallacies of "*non causa pro causa*" and "*petitio principii*," and the fallacy of relativity.

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MONDAY, 15TH DECEMBER, 10 A.M. TO 1 P.M.

PHYSIOLOGY AND PSYCHOLOGY.

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I. What are the functions of the nervous elements and what are the causes and conditions of their exercise ?

II. What warrants have we, in experience, of the causal influence of Mind upon Body and of Body upon Mind ?

III. Distinguish between Sensation and Perception. How can all sensation be shown to involve perception ?

IV. How is the Absolute Sensibility of an organ ascertained ? What is your estimate of the value of quantitative measurement for the study of psychical phenomena ?

V. Explain how Relativity and Retentiveness are psychical conditions of mental processes. How does one idea call up another ?

VI. What bearing has Association on Habit ?

VII. Describe the nature of Feeling as a special phase of mental life.   How is Feeling related to Thought and to Volition ?   How do you distinguish Feeling from Emotion ?

VIII. Analyse the various psychical factors which *contribute* to produce Relief.   Has every belief a tendency to issue forth into action ?

IX. How does the developed consciousness of self gradually arise ?

### MONDAY, 15TH DECEMBER, 2 TO 5 P.M.
### PSYCHOLOGY AND GENERAL PHILOSOPHY.

I. State and examine the hypothesis of sub-consciousness.

II. What do we mean when we distinguish between phenomena and noumena ?

III. How has inconceivability been used as a test of truth, and with what validity ?

IV. What is the doctrine of the relativity of knowledge ?   Is Seth's statement that the doctrine is a condemnation of our knowledge, and of knowledge in general, because it fails to achieve an impossibility, a valid criticism ?

V. Show how Hume's Scepticism was the natural outcome of the Cartesian philosophy ?

VI. In attempting to meet the sceptical conclusions of Hume, why does Reid begin with an analysis of perception ?

VII. What did Reid mean by common-sense and how did he justify an appeal to it ?

VIII. Compare Reid and Kant with regard to (1) their enumeration of the general principles underlying experience, (2) their attempts to establish the validity of these principles, (3) their application of these principles.

### TUESDAY, 16TH DECEMBER, 10 A.M. TO 1 P.M.
### THEORY OF ETHICS.

I. Examine critically the opinions which ethical writers have held as to the object of the Moral Judgment.

II. What is meant by the term *intuitional* as applied to Ethics ? State and criticise the intuitionalist theory of conscience.

III. Distinguish between (1) Duty and Virtue, (2) Conduct and Character.

IV. What meanings have been given by writers on ethics to the terms *responsibility, conscientiousness ?*   State, with reasons, the meaning which you prefer to give to each.

V. Mention some of the chief ways in which, as it seems to you, a Theory of Ethics is affected by a writer's metaphysical conceptions.

VI. Is the relation between Morality and Religion a necessary relation, or an accidental one?

VII. Examine (1) Kant's criticism of the Golden Rule, and (2) his proof of Immortality.

VIII. Say whether you agree or do not agree with the following statements, and give your reasons :—(1) Whatever is expedient is right. (2) Seeing that, in every case, the best is demanded, the idea of merit cannot be included in an ethical system.

IX What is Spencer's account of the genesis of the sentiment of moral obligation, and how does he establish his position that the element, of coerciveness implied in it is only transitory and will diminish as fast as moralisation increases?

<p style="text-align:center">TUESDAY, 16TH DECEMBER, 2 TO 5 P.M.</p>

## HISTORY OF ETHICS.

I. State briefly the distinctive features of the British Intellectual School of Moralists. What difference is noticeable in the mode of presentation of the Intellectual theory between its earlier and later adherents and to what is it due?

II. "The appearance of Shaftesbury's Characteristics,' says Sidgwick, " marks a turning point in the history of English ethical thought." Prove the influence of Shaftesbury's writings on Hutcheson and on Butler.

III. What is the position taken up by Butler with reference to extreme Selfishness on the one hand and extreme Disinterestedness on the other? State clearly what he means by the supremacy of Conscience and how he establishes it.

IV. How is Hartley's explanation of the origin of moral sentiments an advance on those of Hume and Adam Smith?

V. " Reid's moral psychology," remarks Sidgwick, " is more distinctly than Price's developed on the lines laid down by Butler." Exemplify this remark.

VI. What position does Bentham's scheme of sanctions occupy in his ethical doctrine? Is his scheme of sanctions adequate to support his utilitarian theory?

VII. State in what respects J. S. Mill's utilitarianism differs from that of Bentham and show whether the points of difference strengthen or weaken the utilitarian doctrine. How, according to Sidgwick, was Bentham influenced by the writings of Helvetius, and J. S. Mill by those of Comte?

VIII. Referring to the Revolutionary Theory of Ethics, Sidgwick states that it has tended not merely to modify the Associational explanation of the growth of moral sentiments but also to thrust aside the Benthamite criterion and method for determining the good and bad tendencies of actions. Exemplify this statement.

## BRANCH V.

### HISTORY OF INDIA.

I. What kinds of evidence are available for the history of India before the beginning of the Christian era? Exemplify each, giving facts, with the evidence for them, that are known to us through evidence of each kind.

II. Mention the outstanding facts in the history of South India during the first nine centuries of the Christian era.

III. Illustrate the effect upon Indian History of hostility between different Muhammadan sects and races.

IV. Describe the part played in the politics of India by the Holkar and Sindhia dynasties from 1770 to 1805.

V. Explain the administrative system set up in Bengal after the grant of the Diwani to the Company. What changes in it were introduced by Warren Hastings and by Lord Cornwallis?

VI. Trace the history of British policy towards Afghanistan.

VII. What changes have been made since 1860 in (a) the financial, (b) the legislative, (c) the judicial systems of British India?

### HISTORY OF GREAT BRITAIN.

Write short essays on any *five* of the following subjects:—

I. The effects of the Norman Conquest.

II. 'The follies and vices of John were the salvation of England.'

III. 'In the reign of Edward I. the English constitution put on the same essential form it has maintained ever since.'

IV. The Revolutions of 1399 and 1688;—a comparison and a contrast.

V. The break-down of the manorial system.

VI. The Tudor monarchy as representative of the nation.

VII. The connection between religion and politics in the Seventeenth Century.

VIII. The oligarchic character of the British constitution in the Eighteenth Century.

IX. The relations between Great Britain and Ireland in the latter half of the Eighteenth Century.

X. Social evils and their remedy in the first half of the Nineteenth Century.

### HISTORY OF EUROPE, A.D. 14 to 800.

I. Describe the chief events in the external history of Rome in the reign of Nero.

II. Explain the importance of the reigns of Domitian and Hadrian in the development of the Imperial power.

III. Give some account of the wars and conquests of Trajan, and explain why the latter proved no real gain to the Empire.

IV. Describe the changes which were effected in the Imperial government by Diocletian, and point out their merits and defects. How was the system established by Diocletian developed by Constantine?

V. Give some account of the policy pursued by Justinian towards the Teutonic monarchies in the West. State why its success was so temporary.

VI. Explain the circumstances under which the Carolingian family rose to power up to 752 A.D.

VII. What were the causes, ultimate and proximate, that led to the establishment of the Western Empire in 800 A.D.?

MONDAY, 15TH DECEMBER, 2 TO 5 P.M.

POLITICAL SCIENCE.

N.B.—*Answer six questions only.*

I. 1. With regard to any *two* of the following consider whether experience affords any guidance:—(*a*) a proposal to adopt the Referendum, (*b*) a proposal to establish a State system of poor relief, (*c*) the extension of Municipal Socialism, (*d*) the indirect election of Magistrates, (*e*) a proposal to establish a system of representative Government in India, (*f*) payment of members of Parliament.

*or*

2. "For the successful working of democracy under existing conditions we need great men to lead it, skilled men to carry out its decisions, and, finally, effective means for securing that its deliberate judgment shall be the standard of legislation" (*W. Jethro Brown.*) Discuss these three requisites in connection with:—(*a*) the endeavour to make representatives the mere mouthpieces of their constituents, (*b*) election by lot to offices, (*c*) the *Referendum.*

II. What are the main factors that go to make up Nationality? Illustrate your answer by discussing the question, Is there an Indian Nationality?

III. 1. "Political integration is in some cases furthered, and in some cases hindered, by conditions, external and internal" (*Spencer.*) Elucidate this statement by historical examples.

*or*

2. Illustrate from Teutonic history the statement that War is the chief factor in the creation of States.

IV. What various significations have been attached to the term *Theocracy?* Consider whether, if we classify States into Monarchies, Aristocracies, and Democracies, there is any need for a fourth class of Theocracies.

V. "In antiquity Athens represents democracy and Rome aristocracy. The difference between them is not to be mistaken," (*Seeley*). Illustrate the above quotation by a comparison between the institutions of Athens at the beginning of the Peloponnesian War and Rome during the second Punic War.

VI. Compare the Roman provincial system of the time of Trajan with the British system of government in India.

VII. Shew how the history of the United States of America illustrates :—(*a*) the difference between a *Staatenbund* and a *Bundesstaat*, (*b*) the ways in which a written constitution may undergo modification.

VIII. 1. Compare the Frankish State under Charles the Great with the English State of to-day as regards the functions of Government.

*or*

2. Trace the steps by which the State in England *or* in France became the sole administrator of justice.

*or*

3. Illustrate by a sketch of the history of Law in England the contention that the Austinian definition of law is not of universal application.

IX. 1. Explain what is meant by saying that representation in its early stages, say in England in the fourteenth century, was organic. Consider whether this organic character exists at the present time. If not, what remedies would you propose?

*or*

2. Describe the difference between centralized and decentralized States; and point out the evils to which each is peculiarly liable.     •

TUESDAY, 16TH DECEMBER, 10 A.M. TO 1 P.M.

POLITICAL ECONOMY.

I. Examine Mill's statement that 'only through the principle of competition has Political Economy any pretension to the character of a science.'

II. State precisely and criticise Ricardo's Theory of Rent. How far is it applicable to the different systems of land tenure with which you are acquainted?

III. In what sense are wages the 'residual share' of the labourers? Is this always the case? If not, why not?

IV. 1. What is a market? 2. What are the conditions necessary for the approximation of the price of a commodity to the cost of production? 3. How are the prices of the following articles determined?—(*a*) a measure of rice, (*b*) a school text-book, (*c*) a rare postage-stamp.

V. 1. Apart from the Land Tax, what are the chief historical heads of taxation? 2. Give briefly the arguments *for* and *against* the Income Tax. 3. What do you consider the best forms of taxation for India? Give your reasons.

IV. Explain and criticise the following:—1. ' Cost of production is not a regulator of international values.' 2. ' Millionaires spend a larger proportion of their income upon the satisfaction of their personal wants than poor men. Therefore the more millionaires, the richer will be society.'

VII. Is over-production possible? If not, how do you explain the existence of the *unemployed* in what are known as ' hard times '?

TUESDAY, 16TH DECEMBER, 2 TO 5 P.M.

SPECIAL SUBJECTS.

MAINE'S ANCIENT LAW.    HUNTER'S BRITISH INDIA, VOL. I.

### A.

[*Not more than* four *questions in this section are to be attempted.*]

I. What account does Maine give of the original form of Society, and what evidence does he produce in support of his view?

II. Trace the development of Equity at Rome, and compare English and Roman Equity.

III. What substitute does Maine offer for the theory of Occupancy as an account of the origin of Property? How far is the evidence he adduces from India sound?

IV. Discuss the nature of early Criminal Law : mark and illustrate the steps in its development.

V. How does Maine explain the origin and growth of the principle of Primogeniture?

### B.

VI. Estimate the importance of Prince Henry of Portugal in the quest for India by sea.

VII. Describe, and account for, the difficulties of the early ventures of the English East India Company.

VIII. Sketch the relations of the English and Dutch between 1619 and 1623. What was their result on the subsequent history of both peoples in the East?

IX. Briefly describe, with the help of a map, the various trade-routes between Europe and India prior to the fifteenth century.

# M.A. DEGREE EXAMINATION, 1903.

## BRANCH I.

MONDAY, 19TH JANUARY, 10 A.M. TO 1 P.M.
### ALGEBRA AND TRIGONOMETRY.

I. Form the generating function of the recurring series
$1+2x+9x^2+38x^3+\ldots\ldots$; and employ it to prove that the integral
part of $(\sqrt{5}+2)^n$ is of the form $4r$ or $4r+1$ according as $n$ is odd or
even

II. Prove that $mx^{m-1}(x-y) > x^m - y^m > my^{m-1}(x-y)$ unless
$0 < m < 1$, in which case the inequalities are reversed.

If $S_n = \dfrac{1}{\sqrt{1}} + \dfrac{1}{\sqrt{2}} + \dfrac{1}{\sqrt{3}} \ldots + \dfrac{1}{\sqrt{n}}$ prove that

$$2\sqrt{n} > S_n > 2(\sqrt{n+1}-1).$$

III. Prove that if $\dfrac{x}{e^x - 1}$ can be expanded in powers of $x$, the

expansion is of the form $1 - \dfrac{x}{2} + \dfrac{B_1}{2!}x^2 - \dfrac{B_2}{4!}x^4 + \ldots$, and show

that $(2n+1)B_n = N_3 B_{n-1} - N_5 B_{n-2} + \ldots\ldots\ldots\ldots + (-1)^n B$

$+ (-1)^{n+1} \cdot \dfrac{2n-1}{2}$, where $N_r$ denotes the number of combinations

of $2n+1$ things taken $r$ at a time.

Show that

(i) $\dfrac{1}{(e-1)^2} = \dfrac{1}{2} - B_1 + \dfrac{B_2}{3!} - \dfrac{B_3}{5!} + \ldots\ldots$ ;

(ii) $\dfrac{\pi}{4} + \dfrac{B_1}{2!}\left(\dfrac{\pi}{2}\right)^2 + \dfrac{B^2}{4!}\left(\dfrac{\pi}{2}\right)^4 + \ldots\ldots = 1.$

IV. Find the number of positive integers less than and prime
to $N$.

Show that if there are $n$ such integers (including 1) and $N$
has $m$ prime factors 1, $a$, $b$, $c$ $\ldots\ldots\ldots\ldots$, the sum of the squares of

these integers is $\dfrac{n}{6}\{2N^2 + (-1)^{m-1} abc..\}$.

V. Explain and establish Fourier's (or Budan's) method of
separating the roots of an equation.

Find the number and situation of the real roots of
$144x^5 + 90x^4 - 425x^3 - 375x^2 + 165x + 150 = 0.$

VI. Prove the rule for finding the product of two determinants of the same order.

Show that

$$\begin{vmatrix} bc -f^2 & fg -ch & fh - bg \\ fg -ch & ac -g^2 & gh -af \\ fh -bg & gh - af & ab - h^2 \end{vmatrix} = \left\{ \begin{vmatrix} a & h & g \\ h & b & f \\ g & f & c \end{vmatrix} \right\}^2$$

VII. Show that $\sin \theta = \theta \left( 1 - \dfrac{\theta^2}{\pi^2} \right) \left( 1 - \dfrac{\theta^2}{2^2 \pi^2} \right) \ldots\ldots$; and that

if $r$ lies between $-\dfrac{1}{4}$ and $+\dfrac{1}{4}$ and $s_p$ denotes $1 + \dfrac{1}{2p} + \dfrac{1}{3p} + \ldots\ldots\ldots$,

$$\log \frac{\tanh r\pi}{\tan r\pi} = -2 \left\{ 2s_2 r^2 + \frac{62}{3} s_4 r^4 + \ldots + \frac{2^{4n+2}-2}{2n+1} s_{4n+2} r^{4n+2} + \ldots \right\}.$$

VIII. Establish DeMoivre's property of the circle, and deduce that when $n$ is an even integer

$$1 + \cos^n \frac{\pi}{n}$$

$$= \sin^2 \frac{\pi}{n} \left( 1 - 2\cos\frac{\pi}{n} \cos\frac{3\pi}{n} + \cos^2\frac{\pi}{n} \right) \left( 1 - 2\cos\frac{\pi}{n} \cos\frac{5\pi}{n} + \cos^2\frac{\pi}{n} \right)$$

$$\ldots\ldots \left( 1 - 2\cos\frac{\pi}{n} \cos\frac{n-1}{n}\pi + \cos^2\frac{\pi}{n} \right).$$

How must this be modified if $n$ is odd?

IX. Three small circles of a sphere whose radii are $r_a$, $r_b$, $r_c$ and poles $A$, $B$, $C$ touch each other. A fourth circle is described outside them and touches them all. Show that its radius $R$ is given by the equation

$$\Sigma \cos^2 (R - r_a) \sin^2 a - 2\Sigma \cos (R - r_b) \cos (R - r_c) \sin b \sin c \cos A$$
$$= \sin^2 A \sin^2 b \sin^2 c.$$

Show that if the fourth circle is a great circle,

$$\Sigma \sin (s - a) \sin a = 4\sqrt{\{ \sin s \sin (s - a) \sin (s - b) \sin (s - c) \}}$$

and that if in addition the triangle $ABC$ is equilateral, $\cos a = \tfrac{4}{5}$.

X. Find the radius of a sphere inscribed in a regular polyhedron in terms of the radius of the circumscribed sphere.

$A$, $B$, $C$ are vertices of one face of a regular icosahedron inscribed in a sphere of radius $R$. The arcs $BC$, $CA$, $AB$ are bisected in $D$, $E$, and $F$ respectively. Show that the straight lines $BD$ and $DF$ are respectively equal to $R\sqrt{(2 - \operatorname{cosec} 36°)}$ and $2R \sin 18°$,

Prove that if by repeating this construction a solid of 80 faces is formed having its solid angles at $A$, $B$, $C$, $D$, $E$, $F$, &c.,

its volume will be $\dfrac{5}{2} \{ \sqrt{5} - 1 \} \left\{ \sqrt{\dfrac{5 + \sqrt{5}}{10}} + \dfrac{1}{3} \right\} R^3$.

## COORDINATE GEOMETRY.

I. Define *anharmonic ratio*. If $a = 0$, $\beta = 0$ be any two straight lines, prove that the anharmonic ratio of the four lines $a + a\beta = 0$, $a + b\beta = 0$, $a + c\beta = 0$ and $a + d\beta = 0$ is equal to $(a - c)(b - d):(a - d)(b - c)$.

The lengths of the common tangents of two circles are $t_1$, $t_2$. Show that the anharmonic ratio of the points in which they cut any other tangent is $(t_1 - t_2) / (t_1 + t_2)$.

II. Prove that through any point in the plane of a given conic there can be drawn an ellipse and an hyperbola confocal with it.

If $\theta$ be the angle between two tangents to an ellipse drawn from any point, prove that $\theta = 2 \tan^{-1} \sqrt{-\dfrac{\lambda_1}{\lambda_2}}$, where $\lambda_1$, $\lambda_2$ on the parameters of the confocals through that point; and show that the equation of the two tangents referred to the normals of the confocals as axes is $x^2/\lambda_1 + y^2/\lambda^2 = 0$.

III. Find the length of the perpendicular from the point $a', \beta', \gamma'$ on the line $la + m\beta + n\gamma = 0$.

If $R$ be the circumradius of $ABC$, the triangle of reference, prove that the lengths of the perpendiculars from its vertices on the join of its orthocentre and centroid (Euler's Line) are $2R \cos A \sin (B - C) / \sqrt{1 - 8 \cos A \cos B \cos C}$, etc.

IV. Find the equation of a conic touching the sides of the triangle of reference. Three tangents to a parabola at the points $A$, $B$, $C$ form an equilateral triangle. Prove that the ellipse which touches the sides of the triangle $ABC$ at their middle points passes through the focus of the parabola.

V. Prove that any conic can be projected into a circle having the projection of any given point for centre.

$OAB$ is a fixed straight line touching two fixed conics in $A$, $B$, $OPQ$ any straight line through $O$ meeting the conics in $P$, $Q$. Prove that the locus of intersection of the straight lines $AP$, $BQ$ is a conic passing through the four points common to the two given conics.

VI. Find the equation of a plane passing through three given points, and the volume of a tetrahedron whose angular points are given.

Prove that the four planes $my + nz = 0$, $nz + lx = 0$, $lx + my = 0$, and $x + my + nz = p$ form a tetrahedron whose volume is $\dfrac{2p^3}{3lmn}$.

VII. Find the equations of the principal planes of a conicoid.
   Determine the nature of the surfaces represented by the
following equations :—
   (1) $5x^2 + 2y^2 - 2z^2 - 10xy - 4yz - 4y - 16z - 16 = 0$;
   (2) $2x^2 - 5y^2 + z^2 + 4xy + 6yz - 8zx + 1 = 0$;
   (3) $(cy - bz)^2 + (az - cx)^2 + (bx - ay)^2 = 1$.

VIII. Find the condition that the section of the conicoid
$ax^2 + by^2 + cz^2 + 2fyz + 2gzx + 2hxy = 1$ made by the plane
$lx + my + nz = 0$ may be a rectangular hyperbola.

   Show that all plane sections of $\dfrac{x^2}{a} - \dfrac{y^2}{b} = z$ which are rect-
angular hyperbolas and which pass through the point $a$, $\beta$, $\gamma$ touch
the cone $\dfrac{(x - a)^2}{a} - \dfrac{(y - \beta)^2}{b} + \dfrac{(z - \gamma)^2}{a - b} = 0$.

IX. Find the equation of the osculating plane at any point of a
curve.
   Find the equations of the principal normal and the
osculating plane at any point of the curve given by the equations
$x = 4a \cos^3 \theta$, $y = 4a \sin^3 \theta$, $z = 3c \cos 2\theta$.

   X. Determine the principal radii of curvature at any point of the
surface $z = f(x, y)$. Hence deduce the conditions for an umbilicus.

   A surface is generated by a straight line which always
intersects a given circle and the normal to the plane of the circle
drawn through its centre. If $\theta$ is the angle which the generator
makes with this normal and $\phi$ the angle which the projection of the
generator on the plane of the circle makes with a fixed radius, prove
that the principal radii of curvature at the point where the generator

meets the circle are given by the equation $\rho^2 \left( \dfrac{d\theta}{d\phi} \right)^2 + a\rho \cos \theta = a^2$.

NEWTON AND DIFFERENTIAL CALCULUS.

   I. State and prove Newton's lemma relating to the areas of
curvilinear figures ; and prove that the volume of the solid generated
by the revolution of a plane area $A$ about a line in its plane is $Al$,
where $l$ is the length of the path described by the centre of inertia
of the area.
   If an arc of a circle of radius $r$ and the perpendicular from
either extremity on the tangent to the arc at the other extremity
revolve round this tangent, prove that the volume of the solid
generated is $\pi r^3 (2 \sin a - a - \sin a \cos a - \frac{1}{3} \sin^3 a)$, where $a$ is the
angle subtended by the arc at the centre of the circle.
   II. Prove geometrically that the evolute of an epicycloid is a
similar epicycloid, and find the radius of curvature at any point of
an epicycloid.

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A smooth curve in the form of an epicycloid is placed with its axis vertical and vertex upwards, and a particle placed at the vertex and gently displaced slides down the curve. Prove that it will leave the curve at a point $P$ such that $\theta$, the inclination to the vertical of the radius drawn from the centre of the fixed circle to the point of contact of the rolling circle in the position corresponding to $P$, is given by the equation

$$(a+b)\,(a+3b)\cos\theta + b\,(2a+3b)\cos\left(1+\frac{a}{b}\right)\theta = (a+2b)^2,$$

where $a$ and $b$ are the radii of the fixed and rolling circles respectively. Hence show that when $a$ is infinite, that is, when the epicycloid becomes a cycloid, the particle will leave the curve when its direction of motion is equally inclined to the horizontal and the vertical.

III. A particle describes an hyperbola under the action of a repulsive force tending from the centre of the hyperbola. Prove that the force at any point is proportional to the distance, and the velocity at the point proportional to the diameter of the conjugate hyperbola which is parallel to the tangent at the point.

If the hyperbola described is rectangular, and if $C$ is the centre, $A$ the vertex, $P$ any position of the particle, $Y$ the foot of the perpendicular from $C$ on the tangent to the path at $P$, prove that the velocity of $Y$ is proportional to $CY$, and that the rate at which $P$ and $Y$ separate is $\sqrt{\mu}\left(CP + \dfrac{CA^4}{CP^3}\right)$, where $\mu$ is the force on the particle at unit distance from the centre.

IV. 1. If $a < b$, prove that $\dfrac{d^n}{dx^n}\log\,(x^2 + 2ax + b^2)$

$$= 2\,(-1)^{n-1}\,(n-1)\,!\,(x^2 + 2ax + b^2)^{-\frac{n}{2}}\cos\left(n\,\right. \quad a+;$$

2. If $f(x)$ can be expanded in positive integral powers of $x$, prove that $f(D)\,uv = uf(D)\,v + Duf_1(D)\,v + \dfrac{D^2u}{2\,!}\,f_2(D)\,v + \ldots\ldots$

V. Given $z = x + y\phi\,(z)$, show how to expand $z$ in powers of $y$, and deduce the expansion of $(1 - 2xy + y^2)^{-\frac{1}{2}}$ in powers of $y$.

If $P_n$ be the coefficient of $y^n$ in the latter expansion, prove that

(1)  $nP_n - (2n-1)\,xP_{n-1} + (n-1)\,P_{n-2} = 0$;

(2)  $\dfrac{dP_n}{dx} - 2x\dfrac{dP_{n-1}}{dx} + \dfrac{dP_{n-2}}{dx} = P_{n-1}$;

(3)  $\dfrac{dP_n}{dx} = nP_{n-1} + (n-1)\,xP_{n-2} + (n-2)\,x^2P_{n-3} + \ldots$

VI. Given $u = f(x, y)$ and $\phi(x, y) = 0$, show how to determine the maximum and minimum values of $u$. Find the maximum value of the expression $(a^2 - x^2)(b^2 - y^2)(c^2 - z^2)$, subject to the condition $\dfrac{x^2}{a^2} + \dfrac{y^2}{b^2} + \dfrac{z^2}{c^2} = 1$.

VII. 1. Given $u + iv = f(x + iy)$, prove that

$$\left(\frac{\partial V}{\partial x}\right)^2 + \left(\frac{\partial V}{\partial y}\right)^2 = k^2 \left\{ \left(\frac{\partial V}{\partial u}\right)^2 + \left(\frac{\partial V}{\partial v}\right)^2 \right\},$$

and $\dfrac{\partial^2 V}{\partial x^2} + \dfrac{\partial^2 V}{\partial y^2} = k^2 \left\{ \dfrac{\partial^2 V}{\partial u^2} + \dfrac{\partial^2 V}{\partial v^2} \right\}$, where $k^2 = \left(\dfrac{\partial u}{\partial x}\right)^2 + \left(\dfrac{\partial u}{\partial y}\right)^2$.

2. $A$ and $B$ are fixed points, and $P$ is any point whose coordinates referred to rectangular axes are $x, y$. If $PA = r$, $PB = s$, and the angle $APB = \phi$, prove that $\log r/s$ and $\phi$ are conjugate functions.

VIII. Find the parabolic asymptotes of the curve
$$(y^2 - x^2)^2 + 2ax(y^2 - 3x^2) - 3a^2x^2 = 0.$$
Find also the nature of the curve at the origin, and trace the curve.

IX. Show how to find the equation of the conic having closest contact with the curve
$$ay = a_0 x^2 + a_1 xy + a_2 y^2 + b_0 x^3 + b_1 x^2 y + b_2 xy^2 + b_3 y^3 + u_4 + u_5 + \ldots\ldots\ldots$$
at the origin.

Prove that the latus rectum of the parabola having closest contact with a curve at a given point is $2\rho / \left\{ 1 + \left(\dfrac{1}{3}\dfrac{d\rho}{ds}\right)^2 \right\}^{3/2}$, and that the distance of the focus from the point of contact is

$$\frac{\rho}{2} \Big/ \left\{ 1 + \left(\frac{1}{3}\frac{d\rho}{ds}\right)^2 \right\}^{1/2}.$$

X. 1. In the expression $\dfrac{\partial^2 u}{\partial x^2} + 2 \dfrac{\partial^2 u}{\partial x \partial y} + \dfrac{\partial^2 u}{\partial y^2}$ change the variables from $x$ and $y$ to $s$ and $t$, where $s = e^x + e^y$, $t = e^{x+y}$.

2. If $\nabla^2 u = 0$, where $u = f(x, y, z)$, prove that $\nabla^2 v = 0$, where $v = \dfrac{1}{r} f\left(\dfrac{x}{r^2}, \dfrac{y}{r^2}, \dfrac{z}{r^2}\right)$, and $r^2 = x^2 + y^2 + z^2$.

<center>TUESDAY, 20TH JANUARY, 2 TO 5 P.M.</center>

## INTEGRAL CALCULUS AND DIFFERENTIAL EQUATIONS.

I. Integrate with regard to $x$ the expressions:

(1) $\cos^{-1}\left(\dfrac{1}{x}\right)$,  (2) $\cos x \sqrt{3 + \sin 2x}$,  (3) $\dfrac{1}{x(1 + 3x^3 + 2x^6)}$

II. Discuss the integration with regard to $x$ of a function of the form $(P + Q\sqrt{R}) / (P'' + Q'\sqrt{R})$ where $P$, $Q$, $P'$, $Q'$ are rational integral functions of $x$ and $R$ is of the form $ax^2 + 2bx + c$.

Integrate completely $\dfrac{(x-2)\,dx}{(3x^2 - 16x + 22)\,(x^2 - 10x + 19)^{\frac{1}{2}}}$.

III. Prove that, if $n$ is a positive integer,

$$\int_0^{\frac{\pi}{2}} \cos nr\, (\cos x)^n dx = \frac{\pi}{2^{n+1}}.$$

If $p < 1$, prove that

$$\int_0^{\pi} \tan^{-1} \frac{p \sin x}{1 + p \cos x}\, dx = 2\left(p + \frac{p^3}{3^2} + \frac{p^5}{5^2} + \dots\right).$$

IV. Evaluate the definite integral $\displaystyle\int_0^1 x^m (\log x)^n dx$, $n$ being a positive integer; and prove that $\displaystyle\int_0^1 \log x \log(1-x)\,dx = 2 - \frac{\pi^2}{6}$.

Express the value of $\displaystyle\iiint x^{l-1} y^{m-1} z^{n-1}\, dx\, dy\, dz$ in Gamma-functions, the summation being extended to all positive values of $x, y, z$ such that $\left(\dfrac{x}{a}\right)^p + \left(\dfrac{y}{b}\right)^q + \left(\dfrac{z}{c}\right)^r$ is less than unity.

V. Prove that the mean distance of all points within a circle of radius $a$ from a fixed point on the circumference is $\dfrac{32a}{9\pi}$; and that the mean distance between any two points within the circle is $\dfrac{128a}{45\pi}$.

Find the chance that if two points be taken at random within the circle the distance between them will be less than $c$.

VI. Distinguish between ordinary and partial differential equations.

Integrate (1) $\dfrac{dy}{dx} = \dfrac{a^2}{r^3 (1+y)^2} - \dfrac{y}{x}$,

(2) $x\dfrac{dy}{dx} + y = \dfrac{y^2}{\sqrt{1+x^2}}$,

(3) $3(9x + 4yp^2) = 8p^3 x$,

(4) $x^2 \dfrac{d^2 y}{dx^2} + x\dfrac{dy}{dx} + (4x^4 - 4r^2 - 1)\,y = 0$.

**VII.** Explain the process of integrating the equation $Pdx + Qdy + Rdz = 0$ when the condition of integrability is satisfied, and point out at what stage the condition is used.

Find a solution of the equation
$$(x^2 + 2xy + y^2 - z^2) dx - (x^2 + 2xy + y^2 + z^2) dy + 2 (x + y) z dz = 0$$
which is satisfied by $x = y = z = 1$.

**VIII.** Explain the three classes of solutions of the linear partial differential equation $Pp + Qq = R$, and show that every solution of the equation is included in one or other of them.

Find the complete primitive and general integral of the equation $(x + y) \{ (y - 1) px + (1 - x) qy \} + z (x - y) (x + y - 1) = 0$.

**IX.** Prove that if $n$ is a positive integer other than zero, $J_n$ and $Y_n$ are solutions of Bessel's equation

$$x^2 \frac{d^2y}{dx^2} + x \frac{dy}{dx} + (x^2 - n^2) y = 0,$$

where $J_n = \sum_{r=0}^{r=\infty} \frac{(-1)^r}{(n+r)! \, r!} \left(\frac{x}{2}\right)^{n+2r}$, and $Y_n = J_n \log x$

$$- \sum_{r=1}^{\prime} (-1)^r \frac{n+2r}{r(n+r)} J_{n+2r} - \frac{n!}{2} \sum_{p=0}^{p=n-1} \frac{1}{n-p} \cdot \left(\frac{2}{x}\right)^{n-p} \frac{J_p}{p!}.$$

Prove that

$$x^2 J_n = x^2 \frac{dJ_{n+1}}{dx} - (n+1) x \frac{dJ_n}{dx} + n(n+1) J_n =$$
$$x^2 \frac{dJ_{n-1}}{dx} + (n-1) x \frac{dJ_n}{dx} + n(n-1) J_n.$$

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WEDNESDAY, 21ST JANUARY, 10 A.M. TO 1 P.M.

ADDITIONAL PAPER IN PURE MATHEMATICS.

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**I.** $I$, $I_1$, $I_2$, $I_3$ are the centres of the inscribed and escribed circles of the triangle $ABC$; $DEF$ the points of contact of the inscribed circle with the sides. Show that $I_1D$, $I_2E$ and $I_3F$ are concurrent, and that the triangle $ABC$ is a geometrical mean between the triangles $DEF$ and $I_1 I_2 I_3$.

**II.** Prove that the polar circles of the four triangles of a tetragram and the circumcircle of the diagonal triangle are coaxal.

**III.** 1. Prove that, if $a_1, a_2, a_3, \ldots \ldots \ldots a_n$ be positive integers

$$\Sigma a_1 . \Sigma \frac{1}{a_1} > n^2.$$

2. Prove that $\{ (n - 1) ! \}^2 > n^{n-2}$.

**IV.** 1. Solve the equations
$$x^2 + y^2 + z^2 = 38, \quad x^3 + y^3 + z^3 + 3xyz = 16, \quad y^2z^2 + z^2x^2 + x^2y^2 = 361.$$

2. Prove that $x^4 + 4ex^3 + 6e^2x^2 + 4ex + 1 = 0$ has no real roots if $\pm e$ lie without the limits $\frac{1}{3}$ and 1, and has two real and two imaginary roots if $\pm e$ lie within these limits.

V. Prove that if $n$ be a positive integer,

$$\sin nx = \frac{n}{1.3.5\ldots\ldots(2n-1)} \left(\frac{1}{\sin x} \cdot \frac{d}{dx}\right)^{n-1} \sin^{2n-1}x \, ;$$

and deduce that $\cos 2nx$

$$= \cos^{2n}x \left\{ 1 - n(2n-1)\tan^2 x + \frac{n(n-1)}{2!} \cdot \frac{(2n-1)(2n-3)}{3} \tan^4 x \right.$$

$$\left. - \frac{n(n-1)(n-2)}{3!} \cdot \frac{(2n-1)(2n-3)(2n-5)}{3.5} \tan^6 x + \ldots\ldots \right\}.$$

VI. Show that the class of a curve of the $n^{th}$ degree which has $d$ double points is $n(n-1) - 2d$.

If a non-degenerate curve of the $n^{th}$ degree have a multiple point of the highest order, find its class (1) when the tangents at the multiple point are all distinct, (2) when they are all coincident.

VII. Find the condition that the general trilinear equation may represent a pair of straight lines, and deduce expressions for the point of intersection of the pair of lines.

Prove that if a series of conics have four points in common they have a pair of conjugate directions in common, and that the locus of their centres is a hyperbola whose asymptotes are parallel to the common conjugate directions.

VIII. Find the principal invariants in any transformation of a quadric function which corresponds to passage from one set of oblique Cartesian axes to another, and give geometrical interpretations where you can.

Show that an elliptic paraboloid has no hyperbolic section, and that if it be a surface of revolution, the latus rectum of each parabolic section is constant, and the locus of the foci of all the parabolic sections is an equal paraboloid.

IX. Find an expression for the length of the arc of an ellipse. An ellipse of small eccentricity rolls on a straight line. Show that if the fourth power of the eccentricity be neglected, the centre traces a curve of sines.

X. Discuss the conditions for the admissibility of finding the differential coefficient of a definite integral with respect to any parameter by merely differentiating the integrand.

Apply your conditions to the integrals

$$\int_0^x \frac{\sin cx}{x}\, dx \text{ and } \int_0^\infty e^{-a^2x^2} \cos 2rx\, dx, \text{ and evaluate the latter.}$$

XI. Show how to integrate the equation $\phi\left(\dfrac{d}{dx}, \dfrac{d}{dy}\right) z = 0$, where

$\phi\left(\dfrac{d}{dx}, \dfrac{d}{dy}\right)$ is a homogeneous integral function of $\dfrac{d}{dx}$ and $\dfrac{d}{dy}$.

Solve $x^2 \dfrac{d^2z}{dy^2} - y^2 \dfrac{d^2z}{dy^2} = \log xy.$

## PROBLEMS IN PURE MATHEMATICS.

I. Show that the total number of signals which can be made with $n$ different flags on $r$ different masts is one less than the coefficient of $x^n$ in the expansion of $n!\, e^x (1-x)^{-r}$.

II. $D, E, F$ are the middle points of the sides of a triangle $ABC$, $P, Q, R$ the points of contact of its incircle. Chords $PL, QM, RN$ are placed in the circle parallel to the sides of the triangle $PQR$. Show that the lines $DL, EM$ and $FN$ meet on the point of contact of the inscribed and nine-point circles of the triangle $ABC$.

III. In a certain series, the terms are given by the equation $u_n \pm u_{n-2} = p^n u_{n-1}$. Show that the points $x = u_n$, $y = u_{n+1}$, obtained by varying $n$, lie on a conic or a pair of conics according as the positive or negative sign is adopted.

IV. Given a conic and a point in its plane, show that it is possible to describe two circles with the given point as centre such that triangles may be inscribed in either of the circles so as to circumscribe the conic.

V. A parabola touches three given straight lines. Show that its envelope as well as the envelope of the tangent at the vertex is a three-cusped hypocycloid.

VI. From any point perpendiculars are drawn to the generators of the surface $z(x^2+y^2) = 2axy$. Show that the locus of the feet of the perpendiculars is a plane ellipse. Show also that the two generators which meet any perpendicular (other than that which cuts it at right angles) are equally inclined to the axis of $x$.

VII. Given $w = f(x) + y\phi(w) + z\psi(w)$ where $x, y, z$ are independent variables, show how to expand $F(w)$ in ascending powers of $y$ and $z$, the coefficients being expressed as functions of $x$. Find the coefficient of $y^3 z^2$ in the expansion of $\sin w$ where $w = \log x + y e^{5w} + z e^{-7w}$.

VIII. $A, B, C, D, E$ represent the entire circumferences of a curve and its successive pedals. Show that if $C$ pertains to an ellipse having its centre at the pedal origin, $B(B+D) = (2C-E)(3C-A)$.

IX. In an oblique cone the maximum angle between two generators lying in a plane through the axis is $\alpha$ and the minimum $\beta$. With the vertex as centre and radius $r$ a sphere is described. Determine the volume common to the cone and the sphere in the form of a definite integral. Evaluate it when $\alpha = \beta$.

X. 1. Show that

$$\int_0^{\frac{\pi}{2}} \tan^{-1} \frac{2a^2 \sin^2 \theta}{1-a^4} \cdot \frac{d\theta}{\sin \theta} = 4 \tan^{-1} a \tanh^{-1} a,$$

where $a^2$ is less than $1 + \sqrt{2}$.

2. Evaluate $\displaystyle\int_0^\infty \frac{dx}{\sqrt{1+x^4}}$.

### DYNAMICS (1).

I. A plane $P$ moves in such a manner that a circle $A$ described in $P$ rolls on a fixed circle $B$, the point of contact of $A$ and $B$ moving uniformly on the circumference of $B$. Find at any instant two points $I$ and $J$ in $I$ such that $I$ has no velocity and $J$ no acceleration. When will $J$ be a fixed point?

II. A particle of unit mass describes an orbit under an attractive force $P$ to the origin and a transverse force $T$ perpendicular to the radius vector. Show that the differential equation of the orbit is

given by $\dfrac{d^2u}{d\theta^2} + u = \dfrac{P}{h^2u^2} - \dfrac{T}{h^2u^3} \cdot \dfrac{du}{d\theta} \cdot \dfrac{dh^2}{d\theta} = 2Tu^{-3}$.

If the attractive force is always zero, and the particle move in an equiangular spiral of angle 60°, prove that

$$T = \mu r^5 \text{ and } h = \tfrac{1}{2}\sqrt{\mu}\sqrt{3}.r^4.$$

III. Two particles, anyhow projected, are acted on solely by their mutual attractions according to the Newtonian law. Show that the line joining them is always parallel to a fixed plane, and determine their relative orbits.

The constituents of a double star describe circles about each other in a time $T$. If they were deprived of velocity and allowed to fall into each other, prove that they would meet after a time $T/4\sqrt{2}$.

IV. A particle slides from rest on a rough inverted cycloid placed with its axis vertical in a medium whose resistance varies as the velocity. Prove that the motion is tautochronous.

V. Obtain, in cylindrical coordinates, the equations of motion of a particle constrained to move on a fixed smooth surface of revolution.

A particle of mass $m$ moves on the inner surface of a right cone (semi-vertical angle $a$) under the action of a repulsive force $m\mu r^{-3}$ from the axis. The angular momentum of the particle about the axis being $m\sqrt{\mu}\tan a$, show that its path is an arc of an hyperbola whose eccentricity is sec $a$.

VI. Explain what is meant by a force diagram, and construct a diagram for a funicular polygon.

Of five coplanar forces in equilibrium, given the lines of action of all, the magnitude of one, and the ratio of the magnitudes of two others, find the magnitudes of all.

A plane elliptic board is placed so that its plane is vertical, on two pegs $P$, $Q$, which are in a horizontal line. Show that there will be equilibrium if $P$, $Q$ are the ends of a pair of conjugate diameters, and examine whether the equilibrium is stable or unstable.

VII. Find (1) the centroid of the surface generated by the revolution of a catenary about its directrix; (2) the centre of mass of the eighth part of an ellipsoid included between its principal planes.

VIII. An inextensible string lies at rest on a smooth surface. Prove that the tension at any point $(x, y, z)$ is given by the equation $T = C - f(Xdx + Ydy + Zdz)$, where $X$, $Y$, $Z$ are the component forces per unit of length.

A uniform endless chain is hung over a smooth circular cylinder whose axis is horizontal. If $a$ be the radius of the cylinder, $4\pi a/3$ the arc which the string touches, show that the length of string which hangs freely is $3a / \log(2 + \sqrt{3})$.

IX. Find the attraction of a circular plate of uniform surface density on a point in a line through its centre perpendicular to its plane.

Where should a particle be placed on the axis of a hemispherical body so as to remain in equilibrium under the attraction of the matter of the hemisphere surrounding it?

<p style="text-align:center">THURSDAY, 22ND JANUARY, 2 TO 5 P.M.</p>

<p style="text-align:center">DYNAMICS (2).</p>

I. Show how to determine the principal axes and moments of inertia at any point in a solid, the principal axes and moments of inertia at the centre of mass being known.

The six coordinates of a line are $l, m, n, \lambda, \mu, \nu$. Prove that it will be a principal axis at some point of its length if $Al\lambda + Bm\mu + Cn\nu = 0$, the axes of coordinates being the principal axes at the centre of mass, and $A$, $B$, $C$ being the principal moments at the centre of mass.

II. Investigate the change of motion produced in a moving body by a given blow at a specified point.

A body at rest is set in motion by a blow at the point $a, b, c$. Prove that the resulting motion will be one of pure rotation if the direction of the blow is parallel to a generating line of the cone

$$a\left(\frac{1}{B} - \frac{1}{C}\right) yz + b\left(\frac{1}{C} - \frac{1}{A}\right) zx + c\left(\frac{1}{A} - \frac{1}{B}\right) xy = 0,$$

the axes of coordinates being the principal axes at the centre of mass.

III. State the principles known as the conservation of energy and the conservation of momentum, indicating clearly when they are applicable and when not. Prove them for a system moving in two dimensions.

A pulley of mass $M$ and radius $a$ is free to turn about its centre which is fixed, the radius of gyration being $k$. A string having one end attached to a point on the circumference is wound round it, and the other end is attached to a particle of mass $m$, a length $l$ of the string being free. The particle is projected with a velocity $V$ at right angles to the string in the direction which will make the string begin to wind on the pulley. Prove that at any subsequent time $t$, the length $z$ of the straight portion of the string is given by $z^2 = l^2 - 2aVt + V^2t^2/\lambda^2$, where $Mk^2 + ma^2 = \lambda^2 ma^2$. Prove also that if $l = a\lambda \sin \beta$, the particle will impinge on the pulley, and that the pulley will then have turned through an angle $\lambda(\beta - \sin \beta)$.

IV. Prove that the rate of change of angular momentum about the instantaneous centre of a body moving in a plane is $M(k^2+r^2)\dot\omega + Mr\dot{r}\omega$, where $r$ is the distance of the instantaneous centre from the centre of inertia and $k$ is the radius of gyration about the latter point.

Prove also that the expression may be put in the form $\dfrac{1}{\omega}\dfrac{dT}{dt}$ where $T$ is the kinetic energy.

An equilateral triangle rests with its plane vertical and two sides in contact with two smooth pegs in the same horizontal line. Prove that for a small oscillation about the position of equilibrium the length of the simple equivalent pendulum is $\sqrt{3a^2}/12\,(2c-a)$ where $a$ is the side of the triangle and $c$ the distance between the pegs.

V. Show how to determine the initial accelerations and re-actions of a system of bodies in two dimensions which move from rest under the action of finite forces.

Three equal uniform rods $AB$, $BC$, $CD$, each of length $2a$, are freely jointed at $B$ and $C$, and $AB$ is free to turn about $A$. The rods are held in a horizontal straight line and are then let go. Prove that the initial angular accelerations of the rods are as $11 : -3 : 1$.

VI. A sphere which is rotating about a horizontal diameter with angular velocity $\omega$ is gently placed on a rough horizontal table, the coefficient of friction being $\mu$. Discuss the subsequent motion, explaining carefully at each step the law of dynamical friction which is applied.

A sphere is at rest on a rough horizontal plane, the co-efficient of friction being $\mu$, and the plane is made to execute simple harmonic vibrations according to the law $x = b\cos nt$. Write down the equations of motion (1) when there is pure rolling, (2) when there is sliding, and show that if $\mu > 2bn^2/7g$ the motion throughout will be one of pure rolling, but that if $\mu < 2bn^2/7g$ there will be alternate periods of slipping and rolling. Which will take place initially?

VII. Establish Lagrange's equations of motion.

A circular ring of radius $a$ rests with its plane vertical in contact with a smooth horizontal table. An angular velocity $n$ about its axis and an angular velocity $\Omega$ about the vertical diameter are communicated to it. Prove that at any subsequent time the angle which its plane makes with the horizontal is given by the equation $(\sin^2\theta + 2\sin^2\theta\cos^2\theta)\,\dot\theta^2$

$$= 4n\Omega\cos\theta - (\Omega^2 + 4n^2)\cos^2\theta + \frac{4g}{a}\sin^2\theta\,(1-\sin\theta).$$

Prove that it will not remain in a stable condition of steady motion with its plane vertical unless $n$ or $\Omega$ is zero, and $a\Omega^2 > 2g$ in the former case, and $2an^2 > g$ in the latter.

VIII. A chain is at rest under no forces, and the ends are plucked with tangential velocities $u_1$ and $u_2$. Find the equations for the impulse of the tension at any point, and the tangential and

normal velocities. Show that the kinetic energy communicated is $\frac{1}{2}(T_1u_1 - T_2u_2)$, where $T_1$ and $T_2$ are the impulses of the tensions at the ends.

IX. Prove Euler's geometrical equations for the motion of a body about a fixed point.

The middle point of one side of a uniform rectangle is fixed, and the line joining it to the middle point of the opposite side is constrained to describe a circular cone of semi-angle $a$ with uniform angular velocity. The rectangle being otherwise free, find the positions of steady motion, and prove that the time of a small oscillation about the position of stable steady motion is equal to the period of revolution divided by sin $a$.

FRIDAY, 23RD JANUARY, 10 A.M. TO 1 P.M.

## HYDROSTATICS, HYDRODYNAMICS, AND OPTICS.

I. Show how to determine the positions in which a given solid can float in a liquid of given density.

Prove that if a homogeneous prism in the form of an equilateral triangle floats on water with the edges horizontal, there cannot be three positions of equilibrium with one and the same edge immersed unless the specific gravity of the material of the prism is less than ·5625.

II. A circular hollow cone which is not weightless is lowered into water by a rope attached to its vertex so that its axis remains vertical. Find an equation for the volume of the compressed air in the cone when the vertex is at a given depth below the surface.

A cylindrical diving-bell hangs suspended in water by a chain attached to its upper flat end. Find an expression for the volume of air at atmospheric pressure which may be pumped into it before this position becomes unstable.

III. State the gaseous laws of Boyle, Dalton, and Charles respectively.

If gravity and temperature be taken to be constant throughout the atmosphere, prove that the barometric readings at the earth's surface and at an altitude $z$ feet are connected by the equation $\log \dfrac{h}{h_0} + \dfrac{z}{H} = 0$, where $h_0$ and $h$ are the barometric readings and $H$ is a constant.

Also, if gravity vary according to the natural law, and the absolute temperature be taken to vary inversely as the distance from the earth's centre, prove that the above equation must be modified into $\log \dfrac{h}{h_0} + \left( \dfrac{a}{H} - 2 \right) \log \left( 1 + \dfrac{z}{a} \right) = 0$, where $a$ is the earth's radius in feet.

IV. Show that the equations of the capillary curve, formed by the surface of fluid in contact with a vertical plane wall, are

$$s - x = 2c \left( \cos \frac{\psi}{2} - \cos \frac{a}{2} \right), \; y = 2c \sin \frac{\psi}{2} \; ; \; s = c \log \left( \cot \frac{\psi}{4} \tan \frac{a}{4} \right);$$

when the origin is taken at the point of intersection of the wall with the undisturbed plane surface, $\psi$ is the angle which the tangent at any point makes with the horizontal, which is the axis of $x$, $\frac{\pi}{2} - a$ is the angle of contact, and the surface tension $= g\rho c^2$.

A very long plank of length $l$, thickness $b$, and weight $W$, floats in mercury, and is inclined sideways at an angle $\beta$ to the vertical. If $V$ be the volume immersed, show that

$$W - g\rho V = 2g\rho c^2 l \sin a \; \mathrm{cosec} \; \beta + 2g\rho bcl \sin \frac{a}{2} \cos \left( \frac{\pi}{4} - \frac{\beta}{2} \right) \mathrm{cosec} \; \beta.$$

V. Find the dynamical equations of motion for a perfect liquid, and determine the pressure at any point in the case in which a velocity potential exists.

Show that, if the motion be steady and irrotational, and if the pressure at one point be suitably adjusted, the average pressure for any part of the liquid falls short of the average "hydrostatic pressure" by the average kinetic energy, the averages being taken per unit volume.

VI. Define Stokes' Current Function and prove that if it be

$$\psi', u = \frac{1}{\omega} \frac{\partial \psi}{\partial z}, \; w = - \frac{1}{\omega} \frac{\partial \psi}{\partial \omega}.$$

Show that in the case of a source of strength $m$ in the presence of an infinite plane boundary,

$$\psi = \frac{m}{4\pi} \left\{ \frac{z-c}{\{ \omega^2 + (z-c)^2 \}^{\frac{1}{2}}} + \frac{z+c}{\{ \omega^2 + (z+c)^2 \}^{\frac{1}{2}}} \right\}.$$

VII. Prove that the velocity $v$ of waves of length $\lambda$ along the surface of liquid in a canal of rectangular section and depth $h$ is given by the equation $v^2 = \frac{g\lambda}{2\pi} \tanh \frac{2\pi h}{\lambda}$.

If the canal is of length $l$ and has two plane vertical ends, and the surface of the liquid initially consists of two planes slightly inclined to the horizon, so that the depth at the highest point exceeds that at either end by the same amount $\beta$, prove that at any subsequent time the elevation of the liquid above the mean level at a point distant $x$ from one end is

$$\frac{2\beta l}{\pi^2 b (l-b)} \sum_{n=1}^{n=\infty} \frac{1}{n^2} \left\{ l \cos \frac{n\pi b}{l} + (-)^{n+1} b + b - l \right\} \cos \frac{n\pi x}{l} \cos \frac{n\pi ct}{l},$$

where $b$ is the distance from the same end of the point at which the greatest elevation is initially formed, and $c$ is the velocity of a wave of length $2l/n$ in an infinite canal of the same depth.

VIII. Explain what is meant by "dispersion," and prove that the dispersion of two rays of refractive indices $\mu$ and $\mu + d\mu$, passing through a prism of angle $i$ is, in the usual notation, $\dfrac{\sin i}{\cos \phi' \cos \psi} \, d\mu$.

If $\mu^2 = 2$, show that there is only one case in which this is a maximum or minimum, and determine which it is.

IX. Define the characteristic function of a pencil of rays.

If the orthotomic surface at the origin of a small pencil is $z = \frac{1}{2}(ax^2 + 2hxy + by^2) + \frac{1}{6}(cx^3 + 3dx^2y + 3exy^2 + fy^3)$ to the third order, find the characteristic function for a point near the origin to the same order.

If $u$ be the distance of the origin of light from the point of incidence of a ray on a refracting sphere, $\phi$ and $\phi'$ the angles of incidence and refraction of that ray, prove that a ray incident in the same plane at an adjacent point of the sphere at angular distance $\theta$ will after refraction intersect the refracted ray at a distance $v$ from the point of incidence given by

$$\mu \cos \phi \left( \frac{1}{\rho} + \frac{\cos \phi}{u} \right) \left( 1 + \frac{3\rho\theta}{u} \sin \phi \right)$$
$$= \mu' \cos \phi' \left( \frac{1}{\rho} + \frac{\cos \phi'}{v} \right) \left( 1 + \frac{3\rho\theta}{v} \sin \phi' \right),$$

neglecting powers of $\theta$ above the first.

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FRIDAY, 23RD JANUARY, 2 TO 5 P.M.

## ASTRONOMY.

I. Explain the method by which the collimation constant of a transit instrument may be determined without the use of collimators.

Show that the deviation to the east of the plane in which the line of collimation moves, when determined by the times $t$, $t'$, a circumpolar star of declination $\delta$, is given by $\dfrac{\pi - (t - t')}{\cos \lambda \, \tan \delta}$, where $\lambda$ is the latitude.

II. Show how to determine the latitude and the time from two altitudes of the same star and the elapsed time. Find the errors introduced by small errors in the observed altitudes, and show that these are least when the azimuths differ by 90°.

If the method be used at sea, show that the correction to be applied to the second zenith distance on account of the ship's motion is $\dfrac{n^2}{2} \cot z \sin^2 SZZ' - n \cos SZZ'$, where $S$ is the first position of the sun, $Z$ and $Z'$ are the two zeniths, and $n$ is the arc between them.

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III. Find at what time of the year the sun passes most quickly from one zenith distance to another. Hence deduce the duration of shortest twilight in a given latitude.

IV. Explain fully how the Equation of Time vanishes four times annually.

If $e, \omega, v, a$, represent respectively the eccentricity, obliquity, true anomaly, and right ascension of the sun, prove that the equation of time is a maximum when

$$(1-e)^{\frac{3}{2}} \left\{ 1 - \sin^2 \omega \sin^2 (v-a) \right\} = \cos \omega \, (1 - e \cos v)^2$$

V. Find the geocentric motion in longitude of a planet, supposing the orbits of the earth and the planet circular and the inclination of the planet's orbit zero.

Show that, taking into consideration the eccentricities and inclinations of the orbits, the stationary points of a planet relative to the earth are given by the equations

$$l \, (\cos u' + e' \cos a') = l' \, (\cos u + e \cos a)$$

$\sqrt{l'} \sin u' \left\{ 1 + e \cos (u - a) \right\} = \sqrt{l} \sin u \left\{ 1 + e' \cos (u' - a) \right\}$ where $u, u'$ are the arguments of the latitude, $a$ and $a'$ the longitudes of the perihelia reckoned from the line of nodes, $2l, 2l'$ the latera recta, and $e, e'$, the eccentricities.

VI. Show that the moon's retardation in rising on successive days may be expressed in the form $m \sin n / \sqrt{\cos^2 \delta - \sin^2 \lambda}$, where $m$ is the daily motion, $n$ the inclination of the orbit, $\delta$ the declination, and $\lambda$ the latitude of the place. Hence fully explain the phenomenon of the Harvest Moon. What would be the effect on this phenomenon if the celestial equator and the ecliptic were coincident? What is the corresponding phenomenon in the retardation of sunrise?

VII. Describe Flamsteed's method for determining the absolute right ascension of a star, and discuss the sources of error involved.

VIII. Explain generally how, from the value of the disturbing force of the Earth upon Venus and Mars, the parallax of the Sun may be determined. Explain why this method will eventually become superior in accuracy to other methods hitherto employed.

Prove that the Moon's path is always concave with respect to the Sun.

IX. Give a general account of the equilibrium theory of the tides, and explain the diurnal, semi-diurnal, and fortnightly tides. From the equilibrium theory, find an expression for the height of the tide.

X. State briefly what you know regarding
   (1) Motion of stars in the line of sight;
   (2) Tempel's Comet and the Leonid Meteors;
   (3) The satellites of Mars;
   (4) Recent speculations regarding the formation of cometary tails.

## ADDITIONAL PAPER IN MIXED MATHEMATICS.

I. A particle is projected from a point $A$ at right angles to $OA$ with the velocity from infinity and describes the curve $r^m = a^m \cos m\theta$ ($O$ being pole and $OA$ initial line) under a central attraction towards $O$, the magnitude of which at $A$ is $\mu$. Another particle is projected from $A$ at right angles to $OA$ with the same initial velocity and describes the $p^{th}$ pedal of the first orbit under a central attraction at $O$. Find the magnitude and law of this attraction.

Show that if $m = \dfrac{2}{n}$, where $n$ is an integer, the hodograph of the second orbit will be a curve similar to but not similarly situated to the $(p + n + 1)^{th}$ negative pedal of the first curve.

II. Investigate the form assumed by a fine inextensible uniform string subjected to a central force.

Show that if the repulsive force be $R$, a particle can describe the curve with velocity $T$ under an attraction $TR$, where $T$ is the tension of the string.

Find the law of force to the focus when the curve is a parabola.

III. A small quantity of matter attracting according to the law of nature is spread out in the form of an ellipsoidal shell bounded by two similar and similarly situated ellipsoids. Determine the equipotential surfaces and the lines of force.

IV. Suppose that at every point of a material body the density is increased proportionately to the distance of the point from a fixed plane, and let the centre of inertia of the body so loaded be called the pole of the corresponding plane. If the closed surface which is the locus of the poles of all the planes tangent to and not cutting the surface of the body be given, show how to determine the moment of inertia of the body with respect to any axis or plane. Illustrate in the case of a homogeneous cylinder bounded by parallel elliptic faces.

V. Supposing an arc $AB$ of a great circle of a sphere to denote the rotation of a rigid body fixed at the centre of the sphere about the axis of the great circle, show that if $ABC........K$ represent any polygon on the surface of the sphere, the finite rotations represented by $AB$, $BC$, ... $KA$ compound into a rotation round the radius to $A$ of magnitude equal to the area of the spherical polygon.

Show also that the finite rotations represented by $2AB$, $2BC$, ... $2KA$ have a nil resultant.

VI. A symmetrical top of homogeneous material is of the form of a solid of revolution terminating in a fixed point. It is set revolving on a perfectly rough horizontal plane with angular

velocity $n$ about its axis of figure, which is initially inclined at angle $a$ to the vertical. Investigate fully the motion of the centre of gravity and of the instantaneous axis.

VII. A mass of homogeneous liquid, the particles of which are mutually attractive, rotates uniformly about an axis through the centre of mass. Show that an oblate spheroid is a possible form of equilibrium under certain conditions which you are required to determine when the law of attraction is either that of the direct distance or that of the inverse square of the distance.

VIII. Define a vortex in a moving liquid. Show that every vortex is composed of the same elements of the liquid and that the product of the angular velocity of any vortex into its cross-section is constant with respect to the time and is the same throughout its length.

IX. On what assumptions and how does Fresnel deduce the form of a wave of light traversing a biaxal crystalline medium? Show that if a line be traced on the surface so as to touch at each point the corresponding line of vibration, it lies on an ellipsoid concentric with the wave surface; and if the line be so traced as to be orthogonal at every point to the vibration, it lies on a concentric sphere.

X. Investigate the respective effects of parallax and aberration on the latitude and the longitude of a star. Determine the positions of a given star when the joint effects of parallax and aberration on (i) the latitude, (ii) the longitude respectively vanish.

### SATURDAY, 24TH JANUARY, 2 TO 5 P.M.
### PROBLEMS IN MIXED MATHEMATICS.

I. A mass $M$ is thrown vertically up from the ground with velocity $u$. It has attached to it a uniform chain of length $l$ and mass $ml$. Find the velocity in any position until the whole is again on the ground.

II. The velocity of a point has two components: one directed to a fixed point, the other parallel to a fixed direction. The ratio of the components is constant. Find the condition that the path may be a conic with the fixed point as focus and the fixed direction as principal axis.

III. A mass $M$ of nebulous matter, whose particles attract each other according to the law $\dfrac{kmm'}{r^2}$ is in the form of a homogeneous sphere and is contracting symmetrically. Show that the total work of contraction from infinity to a radius $a$ is $\dfrac{3}{5}\dfrac{kM^2}{a}$. Apply this result to the present circumstances of the sun.

IV. A flat disc with a perfectly rough upper surface is placed on a smooth horizontal plane, and on it is gently placed a sphere

rotating about a horizontal diameter lying in a vertical plane passing through the centre of inertia of the disc. Show that the centre of the sphere and the centre of inertia of the disc each describe a hyperbola in space.

V. Two planks of length $l$, and of flexural rigidity $e$, are each fixed horizontally at one end. One is of weight $W$; the other is weightless, but has a weight $W$ attached to its free end. Prove that the vertical displacement of the free end of the first is to that of the second in the ratio of 3 : 8.

VI. Find the centre of mass of a hemisphere in which the density at any point varies as the $n^{th}$ power of its distance from a fixed point in the circumference of its plane base.

VII. Determine a periodic series which will represent the displacement at any time of a point in an elastic string, stretched in the form of a circular arc between two fixed points and then let go.

VIII. The density of a right circular cone at a point whose perpendicular distance from the base is $x$, is $\Delta (1+4x)$. The cone floats, vertex downwards, with a length $c$ of its axis immersed in a fluid whose density at a depth $z$ is given by $D (1+4z)$. Prove that

$$\frac{c^3+c^4}{h^3+h^4} = \frac{\Delta}{D},$$ where $h$ is the length of the axis of the cone.

IX. A mass of water contains a sphere and is enclosed in a massless envelope, one point of which is jerked in a given direction with a given speed. Show that the kinetic energy of the water is less when the sphere is free to move than when it is fixed.

X. A beam of light parallel to the axis falls upon the spherical surface of a convexo-plane lens. Show that the aberration of the ray farthest from the axis is $\dfrac{\mu^3 - 2\mu^2 + 2}{2\mu(\mu-1)} \cdot \dfrac{y^3}{r}$ ; where $y$ is the radius of the circular plane face and $r$ the radius of curvature of the spherical face.

XI. Find the curve traced out by the extremity of the shadow of a vertical gnomon on a horizontal plane in latitude $\lambda$ when the sun's declination is $\delta$, and show that it is an ellipse, parabola, or hyperbola according as $\cos \lambda <, =,$ or $> \sin \delta$.

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## BRANCH II.A.

### MONDAY, 19TH JANUARY, 10 A.M. TO 1 P.M.

### PHYSICS.

I. Explain the importance of an accurate knowledge of the mean density of the earth, and describe some method of measuring it, explaining the theory of the method.

II. Describe fully how the surface tension of a liquid may be determined by means of ripples.

III. Explain fully what is meant by osmosis, and state how the

osmotic pressure of a solution may be determined. Calculate the change in the vapour pressure due to the presence of salt in the solution.

IV. Investigate the flow of a viscous fluid through a cylindrical capillary tube.

V. Give an account of the different views regarding the nature of vowel sounds and the experiments on which they are based.

VI. Explain the sounds known as combination tones. How may the existence of such tones in the air be experimentally verified?

VII. A string is stretched between two points; investigate the vibratory motion of the string when the string is plucked.

VIII. Investigate the deflection of a beam loaded in the middle and freely supported at the ends. Show, also, that the depression of the middle point in this case is four times the depression in the case when the two ends are clamped.

IX. Explain how the oscillations of a flat spiral spring may be used to determine the coefficient of rigidity of the spring's substance.

MONDAY, 19TH JANUARY, 2 TO 5 P.M

PHYSICS.

I. Explain the method of using a platinum resistance thermo-meter, and discuss its advantages and disadvantages.

II. Give the general form of the isothermals of a substance below its critical temperature, and indicate the points on them at which the substance is a saturated vapour. Show that the specific heat of a saturated vapour may be zero or negative.

III. Explain the method by which Joule and Lord Kelvin proved that no internal work is performed when a gas expands.

IV. Define *entropy* and explain how it is measured. Show that the entropy of a system tends to increase to a maximum.

V. Explain the terms *primary* and *secondary foci*, and *circle of least confusion*. Find the caustic formed when light diverging from a point is refracted at a plane surface.

VI. Explain how the method of total reflection may be used in determining indices of refraction.

VII. How are Newton's diffraction rings obtained and how are they accounted for?

VIII. How are halos and the allied phenomena explained?

IX. Give the construction for the wave surface in a crystal of Iceland spar when a plane wave falls upon it from air, and explain how it may be verified when the optic axis is parallel to the face of the crystal and to the plane of incidence.

TUESDAY, 20TH JANUARY, 10 A.M. TO 1 P.M.

PHYSICS.

I. Investigate the action of one magnet on another; and explain how, from the results of this investigation, (1) the intensity of

magnetisation of a given magnet may be measured, and (2) the truth of the inverse-square-law of magnetic action may be tested.

II. 1. What is a magnetic shell? Explain what is meant by the strength of the magnetic shell, and ascertain the dimensions of the unit with which it is measured. 2. Determine the potential of a magnetic shell of a very small area at a point $P$ which is at a distance $r$ from its centre; and thence deduce the value of the work done in moving a unit pole from a point very near one face to a point very near the other face thereof.

III. State and explain clearly Ewing's molecular theory of magnetism, so as to show how it accounts for the phenomena of (1) susceptibility, (2) saturation, and (3) hysteresis. Explain, also, how it is both theoretically and experimentally demonstrable that diamagnetism is determined by the magnetic permeability of the diamagnetic substance.

IV. Define specific inductive capacity and explain its nature. How would you measure the specific inductive capacity of a slab of ebonite with the aid of a parallel-plate condenser? Fully describe the process you would adopt, and give its theoretical explanation.

V. 1. Show that, in accordance with the method of studying a field of force by means of tubes of force, the product of the strength of the field at any point along a tube of force into the cross section of the tube of force at that point is a constant quantity. 2. Apply this method to ascertain the force which is exerted between two small charged bodies when they are immersed in a dielectric of specific inductive capacity $k$, so as to be at a known distance from each other.

VI. How many the Peltier effect in a thermoelectric circuit be experimentally shown to exist, and how may it be measured? Explain its difference from the Thomson effect and the Joule effect, and show how all these three effects are necessary consequences of the principle of the conservation of energy.

VII. Explain the theory of the method by which the Committee of the British Association constructed the original standard ohm, and describe an experimental process by which the accuracy of the theoretically obtained dimensions of the electromagnetic unit of resistance may be demonstrated.

VIII. 1. Describe, and explain the theory of, Poggendorf's method for the comparison of electromotive forces. 2. Describe Kohlrausch's method of measuring the electric resistance of an electrolyte, and explain the reason of that which constitutes the special feature of the method.

IX. 1. State and briefly discuss the evidence in favour of Maxwell's electromagnetic theory of light;                •

*or,*     •

2. Explain the principles underlying wireless telegraphy, and give a general description of the action of the chief instruments which are used for the purpose.

WEDNESDAY, 21ST JANUARY, AT 10 A.M.
### PHYSICS.
*Practical Examination.*

(*Not more than one question in each section is to be attempted.*)

**A.**

I. Determine the density of the given wire by measuring its diameter, &c., and check the result by weighing in water.

II. Verify by experiment the law regarding the relation between the length of a pendulum and its time of vibration.

III. Find the surface tension of the given solution.

**B.**

1. Find the correction to be applied to the length of a resonance column with the tuning fork of known pitch, the velocity of sound in air being given.

II. Determine the velocity of sound in glass.

**C.**

1. Find the focal length of the given lens.

II. Determine the refractive index for D of the given liquid.

III. Determine the wave-length of one of the lines in the lithium spectrum.

**D.**

I. Determine the coefficient of apparent expansion of the given liquid with the help of the given apparatus.

II. Find the specific heat of the given oil.

III. Demonstrate the relation between the boiling point and the vapour pressure in the case of the given liquid.

**E.**

1. Examine the distribution of magnetism in the given bar magnet, and represent the result by means of a curve.

II. Determine the value of *H* for this place.

**F.**

I. Measure the resistances of the given galvanometer and the given voltaic cell.

II. Compare the E.M.F. of the given Daniell's cell with that of the given Bunsen's cell, using the apparatus which is given, and demonstrate Ohm's law in relation to either of them.

III. Find the electro-chemical equivalents of copper and hydrogen, and compare the ratio of the results obtained with the ratio between their chemical equivalents.

THURSDAY, 22ND JANUARY, 10 A.M. TO 1 P.M.
### CHEMISTRY.

I. 1. How may hydrogen peroxide be formed by electrolysis, and from which electrode is it liberated when thus formed? 2. How may hydrogen peroxide be prepared in an almost pure state? 3. What changes take place when hydrogen peroxide acts on the

following substances:—(a) lead acetate, (b) mercuric oxide, (c) lead peroxide, (d) lead sulphide, (e) potassium iodide, (f) potassium permanganate in sulphuric acid solution.

II. State what reactions (if any) take place when aqueous solutions of the following salts are mixed :—(1) barium chloride and copper sulphate. (2) sodium chloride and copper sulphate. (3) potassium chloride and ferric fluoride.

III. The boiling point of 50 gms. of alcohol as indicated by a Beckmann thermometer is 3·73°C. and the weight of a bottle containing ferric chloride is 15·7040 gms. After transferring some ferric chloride to the alcohol the weighing bottle and its contents weigh 13·9372 gms. and the boiling point of the alcoholic solution is now found to be 3.98°. The alcohol constant is 1150. 1. What is the molecular weight of ferric chloride deduced from these figures? 2. Does this result correspond with the molecular weight as found by the vapour density method at a temperature of 448°? 3. What difficulty (if any) would stand in the way of using water instead of alcohol in the above molecular weight determination?

IV. 1. When pure potassium manganate is treated with water a red solution is produced, and, when a concentrated solution of potassium hydroxide is added to it, the solution turns green. State by what reactions these changes are produced. 2. Describe how potassium permanganate can be prepared from manganese dioxide.

V. 1. Account for the slight difference in density of atmospheric nitrogen and of nitrogen prepared chemically. 2. How would you prepare pure nitrogen from its compounds? 3. Describe two methods by which free nitrogen may be made to combine with other elements.

VI. 1. An electric current, capable of depositing 4·32 gms. of silver from a solution in an hour, is led through 100 c.cm. of a 1 per cent. solution of copper sulphate for that length of time. What weight of copper will be deposited? [H: Cu: Ag:: 1: 63: 108]. 2. When electrolysing a 3 per cent. solution of ordinary salt for disinfecting purposes, what is the resulting solution likely to contain? 3. What kind of electrode would you use for the purpose? State reasons. 4. How may caustic soda and chlorine gas be prepared electrolytically from solutions of common salt?

VII. If an excess of so called "hyposulphite of soda" is added to a solution of iodine, the latter is decolorised. State what takes place, and what light is thrown by this reaction on the constitution of the hyposulphite.

VIII. 1. How may absolutely anhydrous sulphuric acid be prepared? 2. What takes place if it is heated to 338° (the boiling point of ordinary sulphuric acid)? 3. How would you prove that sulphuric acid contains two hydroxyl groups?

IX. 1. How is pure hydrogen prepared, and for what purpose is it so prepared? 2. Describe two methods by which hydrogen may be made to combine with oxygen at ordinary temperatures.

THURSDAY, 22ND JANUARY, 2 TO 5 P.M.
## CHEMISTRY.

*(Equations are to be given for all reactions referred to.)*

I. Explain what is meant by the velocity of a reaction. Knowing the velocity of a reaction in a case where one substance alone undergoes change, deduce an expression for calculating the amount of the substance changed in a given time. Describe any case you know where the correctness of the expression has been experimentally verified.

II. State what happens when hydrochloric acid is added to a solution of sodium fluoride in water. Show how the thermochemical method may be used for ascertaining the extent of the change produced.

III. Give clear and concise instructions for the preparation of the following substances:—chromic anhydride, anhydrous ferric chloride, pure nitrogen peroxide, periodic acid, liquid phosphoretted hydrogen.

IV. A certain metal forms a chloride whose vapour density is 9·98 (air = 1), and the specific heat of the metal in the solid state is 0·0542. Find the atomic weight of the metal and deduce from these data the formula of the chloride.

V. Describe the action of sulphuric acid on metals, noting the effects of temperature and concentration.

VI. Name, and give the formulae of, the chief ores of magnesium and of zinc. Describe the methods of extracting these metals from their ores. Note the chief points of resemblance between these two elements and their compounds.

VII. Describe the method of isolating fluorine. A piece of flour spar weighing 2 gms. gave on analysis 3·4872 gms. of calcium sulphate; calculate the atomic weight of fluorine. (A.W. of Ca = 40).

VIII. Describe in detail how the eudiometer may be used for ascertaining the composition by volume of ammonia, of ozone, of aqueous vapour, and of sulphuretted hydrogen.

IX. From a mixture of the sulphates of barium, strontium, and calcium how would you prepare pure samples of the carbonate of each metal?

FRIDAY, 23RD JANUARY, 10 A.M. TO 1 P.M.
## MIXED MATHEMATICS.

I. 1. Define the moment of a force with respect to a point so as to explain the meaning of its magnitude and sign, and prove that a force and a couple acting in the same plane on a rigid body are equivalent to a single force. 2. Forces $a$, $b$, $c$, $d$, $e$ and $f$ act along the sides $AB$, $BC$, $DC$, $DE$, $EF$ and $FA$ of a regular hexagon. Find their resultant.

II. 1. State and examine the condition of equilibrium of a body under the action of three forces in one plane. 2. Two smooth

equal spheres rest on two smooth inclined planes and press against each other. Determine the inclination to the horizon of the line joining their centres.

III. 1. What is tension? Show that, in the case of an elastic string, it is proportional to its extension beyond its natural length. 2. An elastic string without weight is joined to two points $A$ and $B$ in a horizontal line, so that $AB$ is equal to the natural length of the string; a ring of weight $w$ is then slipped on. Determine the position of equilibrium

IV. 1. Find the centre of gravity of a pyramid on a quadrilateral base ; and then show that it is the same as the centre of gravity of five heavy particles placed at the five apices, and a sixth equal but negative particle placed at the intersection of the diagonals of the base. 2. A quadrilateral lamina $ABCD$ is formed of two uniform isosceles triangles $ABC$ and $ADC$, whose vertices $B$ and $D$ are on opposite sides of the common base $AC$, the angle $ABC$ being a right angle. Prove that the lamina will rest in a vertical plane with $BC$ upon a horizontal surface, provided the area of $ADC$ be not greater than four times the area of $ABC$.

V. 1. Determine the mechanical advantage of a screw without friction, and show when its efficiency will be a maximum. 2. What must be the length of a lever at whose extremity a force of 1 lb. will support a weight of 1,000 lb. on a screw, the distance between the contiguous threads of which is $\frac{1}{4}$ inch ?

VI. 1. Prove that the average pressure on any plane area immersed in a heavy liquid is equal to the pressure at its centre of gravity ; and compare the resultant vertical pressure on the base of a hollow cone with that on the base of a hollow cylinder, when both of them are of the same height and are filled with the same liquid. 2. A parallelogram, of which the diagonals $AC$ and $BD$ intersect in $O$, is immersed in a liquid, so that $AB$ is in the surface of the liquid ; compare the pressures $L$, $M$, and $N$ on the triangles $AOB$, $BOC$, and $COD$.

VII. 1. Define the centre of pressure, and find the centre of pressure of a vertical circle which is wholly immersed in a liquid. 2. If a sphere filled with water be divided by a vertical plane into two hemispheres, determine the position and magnitude of the lateral forces which shall just prevent their separation.

VIII. 1. Describe the common hydrometer and explain the principle by which it is graduated. 2. Find the weight of a hydrometer which sinks as deep in rectified spirits of specific gravity 0·866, as it sinks in water when loaded with a weight of 60 grains.

IX. 1. Explain what is meant by the height of the homogeneous atmosphere. Show how it may be proved to be a constant quantity in all places, and how, with its aid, a formula may be arrived at for the measurement of heights with the barometer. 2. The weights of a body in air are $w$ and $w'$, corresponding to the heights $h$ and $h'$ of the barometer ; find the weight corresponding to another height $h''$ of the same barometer.

## MIXED MATHEMATICS.

I. 1. What is meant by the *average velocity* of a particle? Find the average velocity of a point executing simple harmonic motion for the time occupied in moving from the one to the other extremity of its range, its maximum velocity being 5 feet per second. Investigate an expression for the acceleration in any position of the moving point.   2. Find the time of a small vibration of a simple pendulum. Why is the time of a large vibration different?

II. 1. What is meant by the *relative velocity* of two moving bodies? Two equal circles touch each other and two moving points start in opposite directions from the point of contact and move on the circles with equal uniform velocity. Prove that the path of each relative to the other will be a circle whose radius is equal to the diameter of either of the first circles.   2. A person travelling in a railway carriage at 25 miles per hour due North finds that the wind appears to come 45° East of North. After rounding a curve of 30° to the right he finds that the wind now appears to come from a point 60° East of North. Determine the motion of the wind.

III. 1. What is meant by *angular velocity?* Show how to find the resultant of angular velocities about two intersecting axes. 2. If a body be rotating about an axis, and be subjected to an action tending to produce rotation about a perpendicular axis, what is the result? Illustrate this.

IV. 1. Show that in general there are two paths by which a mark can be reached by a projectile discharged from a given point with a given speed.   2. A particle is projected upwards at an elevation of 60° with a velocity of 48 feet per second from a point 128 feet above the ground. Find the direction of motion of the particle when it is at a height of 96 feet above the ground.   3. A particle projected at an elevation $\theta$ and with velocity $v$ strikes a fixed vertical plane perpendicular to the vertical plane of projection and at a distance $d$ from the point of projection. Find the height at which it strikes.

V. 1. Show that the times of descent of a particle down all chords from the highest point of a sphere are the same.   2. Find the straight line of quickest descent from any point $P$ to a given surface.   3. Find the line of longest descent from one circle to another, both lying in a vertical plane.

VI. 1. Two balls, whose masses are $M$ and $m$, respectively, impinge obliquely upon one another. Find an expression for the change of kinetic energy produced by the impact.   2. Prove that the directions of the relative velocities of two perfectly elastic spheres, before and after impact, are equally inclined to the line of centres at the instant of impact.

VII. 1. Show how to find the geometrical focus of a pencil of rays after direct refraction through a lens, the thickness of the lens being taken into account.

2. The curved surface of a thin plano-convex lens (of refractive index $\mu$) is silvered, and an image of a luminous point on the axis is formed by two refractions at the plane surface and one reflection at the curved surface. Show that the position of the image is unaltered if the lens be removed and a concave spherical reflecting surface be substituted, the radius of which is to the radius of the curved surface of the lens in the ratio of $1 : \mu$.

VIII. 1. A pencil of rays undergoes refraction through a prism in a principal plane. Find an expression for the deviation of its axis, and investigate the conditions so that the deviation may be a minimum. If $\theta$ be the minimum deviation for rays incident on the prism, show that the angle of the prism cannot exceed $\pi - \theta$, and that the index of refraction of the prism cannot be less than $\sec \dfrac{\theta}{2}$.

2. $ABC$ is a principal section of a prism. A pencil of rays is incident on the face $AC$ at an angle $\theta$, and, after reflection at the face $CB$, emerges from the face $BA$ at an angle $\dfrac{\pi}{2} - \theta$. Show that

$$\sin 2\theta = \frac{1 - \mu^3 \sin^2 (B - C)}{\cos (B - C)} \; ;$$

$\mu$ being the refractive index of the prism.

IX. 1. Find the conditions of achromatism of two prisms of angles $i_1$ and $i_2$, refractive indices $\mu_1$ and $\mu_2$, and dispersive powers $d_1$ and $d_2$, respectively. 2. Determine the conditions of achromatism in an eye-piece formed of two lenses of the same material separated by a given interval.

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SATURDAY, 24TH JANUARY, 10 A.M. TO 1 P.M.

## SCIENTIFIC METHOD.

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I. What is meant by the inductive or inverse application of the theory of probability? Explain your answer by giving instances of the uses that have been made of it.

II. Discuss the importance of accurate measurements in physical science, and illustrate the principal methods employed for securing the utmost accuracy.

III. What methods have been adopted for fixing and defining a unit of length? State the difficulties in each case. What unit was suggested by Prof. Clerk Maxwell as an invariable standard of length?

IV. Classify the different methods of eliminating error in the quantitative analysis of phenomena, and give instances of the actual employment of each of these methods.

V. Explain the uses of the 'method of means', and give examples of cases in which the geometrical mean should be employed.   What is mean by the 'fictitious mean', and what purpose is served by it ?

VI. Explain the ·method of least squares' for determining the most probable value of one or more unknown quantities in a series of observations.

VII. Explain fully the use of graphic methods of studying the results of experiment and observation.

SATURDAY, 24TH JANUARY, 2 TO 5 P M.

SCIENTIFIC METHOD.

I. 1. What is meant by the true error of an observation ? Explain how you would obtain the most probable value of an observed quantity from measurements of unequal *weight*.   2. A triangular prism has its angle A measured 8 times, B measured 5 times and C measured thrice.   The sum of the three observations is found to differ by 23″ from two right angles.   How should the 23″ be divided in adjusting the values of the three angles ?

II. Explain and exemplify:—1. Collective experiment.   2. Prediction by inversion of cause and effect.   3. Accidental exception to known laws of nature.   4. Facts known only by theory.

III. What is meant by the probable error of a single observation ?

It is required to measure a base line with a probable error of ⅓ of an inch.   Twelve measurements give a mean whose probable error is ⅓ of an inch.   How many additional measurements are necessary ?

IV. Examine the importance of (1) negative arguments from non-observation, and of (2) negative results from experiment. Give instances from the history of physical science of erroneous conclusions that have been drawn from such arguments and results.

V. Distinguish between empirical and rational formulae. The following observations of temperature at various depths were made in a boring, the mean annual temperature at the surface being 10°6 C.

1  Temperature at a depth of 20 feet = 11°·71 C.
2      ,,              ,,           30 feet = 12°·82 C.
3      ,,              ,,           40 feet = 14°·59 C.
4      ,,              ,,           50 feet = 16°·14 C.
5      ,,              ,,           60 feet = 17°·93 C.
6      ,,              ,,           70 feet = 18°·56 C.

Deduce from these observations an empirical formula, expressing underground temperature as a function of depth below the surface.

VI. What is meant by residual phenomena ?   To what causes may they be due ?   From the history of physics, give instances in which they have led to important discoveries.

## BRANCH III-A.
### MONDAY, 19TH JANUARY, 10 A.M. TO 1 P.M.
### BOTANY (1).

I. Give an account of the characteristics of form and structure found in aquatic phanerogams both submerged and floating

II. Give an account of the life history of Ophioglossum or Helminthostachys.

III. Draw up an account of the essential characters of the natural orders Loganiaceæ and Gentianaceæ. Mention a few species of each order that are common in South India.

IV. Point out the more important modifications of the spikelet in South Indian grasses.

V. Refer the following to their natural orders or classes as the case may be, and mention their special characters:— Lecanthus, Sirogonium, Gracilea, Turbinaria, Priva, Docidium, Halophila, Eria, Pediastrum, Ormocarpum, Actiniopteris, and Raphidium.

### MONDAY, 19TH JANUARY, 2 TO 5 P.M.
### BOTANY (2).

I. Give a brief statement regarding the various views which have been held concerning the movement of water in plants.

II. Name the principal additions to the science of Botany contributed by the following:—Schwendener, Strasburger, Nehemiah Grew, Sachs, Hartig, de Bary, Sir Joseph Hooker, Goethe, Lindley, Roxburgh.

III. Mention the different modes of leaf arrangement on the plant. How do you explain them?

IV. What are the uses of petals and sepals? Mention cases where the function of either deviates from the normal and also where any other part of the plant replaces them.

V. What are the general characters of the Ascomycetes? Give a classification of them and explain the main features of each subdivision by means of selected examples.

### TUESDAY, 20TH JANUARY, 10 A.M. TO 1 P.M.
### BOTANY (3).

I. State with reference to the non-nitrogenous reserve materials of plants what is known as to their mode of origin, distribution, and ultimate disposal.

II. Write an essay on vegetable glandular tissue and its secretions.

III. Give a comparative account of the sexual cells of plants, tracing them upwards from their first appearance.

IV. Give instances of visible reaction to mechanical stimuli in higher plants and as far as possible explain the cause of the reaction.

V. Describe briefly the modes of secondary thickening- -normal and abnormal—to be found in the stems of plants.

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TUESDAY, 20TH JANUARY, 2 TO 5 P.M.

## ECONOMIC BOTANY.

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I. Mention the various plants which yield the " hemps " of commerce. In each case give the place of origin in the plant and the particular use of the fibre in question, with notes as to their chief markets.

II. What are the principal grain foods of India? Give some idea of the geographical region of each form and the principal diseases to which it is liable.

III. Give the chief use to which the date tree is put. Distinguish in your answer between the date of South India and that of North Africa. Write a brief statement as to the possibility of introducing the latter into the Madras Presidency.

IV. What plants and parts of them produce the following substances:—arnatto, tragacanth, gunny, gutta-percha, sago, molasses, citric acid, myrobalans, truffles, padouk, spikenard, kapok, litmus, peppermint?

V. Enumerate the chief places where *tea* is grown. What are its chief diseases in India and which of them do you consider to be due to its mode of cultivation and treatment?

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WEDNESDAY, 21ST JANUARY, 10 A.M. TO 1 P.M.

## PALÆOBOTANY.

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I. Give a general account of the fructifications of a few of the fossil ferns and discuss their relationship to existing forms.

II. Give an account of the fossil flora of India and indicate by means of a rough map the localities in which fossil plants have been found.

III. Describe Bennetites and discuss its affinities with the mesozoic Cycadaceæ.

IV. Draw up an account of the Lepidodendreæ as to their habit, range and affinities.

V. Refer the following fossil plants to their respective groups:— Schizoneura, Glossopteris, Taxites, Palissya, Alethopteris, Pachytheca, Cingularia, Artisia, Nematophycus, Vertebraria, Pterophyllum.

VI. Give an account of the first appearance of Dicotyledons as fossils. From a study of the chief genera what facts can be deduced as to changes in climate?

WEDNESDAY, 21ST JANUARY, 2 TO 5 P.M.

BOTANY—GENERAL PRINCIPLES.

I. Give an account of protoplasmic continuity in vegetable tissues and discuss the subject from the standpoint of the cell theory.

II. Criticise the evidence brought forward to show that flowers are groups of modified leaves, and give an historical account of this generalization.

III. Write an essay on variation, with special reference to instances that have come under your own observation.

IV. Describe the process of artificial grafting and indicate the conditions on which a successful graft depends. Give an account of graft hybrids.

V. Mention the chief types of flora met with in South India. Name some of the characteristic species and show how they are adapted to the conditions under which they exist.

SATURDAY, 24TH JANUARY, 10 A.M. TO 1 P.M.

PRACTICAL BOTANY (1).

I. Demonstrate the presence of sieve tissue in the specimen A. Show clearly by means of appropriate reagents the nature of the contents of the sieve tubes.

II. With the help of the Flora determine the genus and species of the plants supplied.

III. Show by means of chemical reactions what reserve materials are present in the specimen B.

SATURDAY, 24TH JANUARY, 1 TO 4 P.M.

PRACTICAL BOTANY (2).

I. Prepare sections to show the growing point of the specimens A and B.

II. Make preparations of the specimens C, D, E, to show their internal structure and explain them by means of sketches.

III. Sketch and identify the Algae present in the sample of water provided.

MONDAY, 26TH JANUARY, 10 A.M. TO 1 P.M.

PRACTICAL BOTANY (3).

I. What is the matter with the plant provided? Illustrate your answer where necessary by microscopic preparations.

II. Make transverse sections of the specimen provided. Write a description of your section and with the aid of drawings demonstrate the nature of the object.

III. The fluid provided has certain forms of bacteria in it.

Write a brief statement as to how you would isolate these and make a permanent preparation demonstrating their presence.

IV. Identify the microscopical preparations on the table.

### BRANCH III-C.

#### MONDAY, 19TH JANUARY, 10 A.M. TO 1 P.M.

#### ZOOLOGY (1).

I. Give an account of the structure, classification, and systematic position of the Ctenophora. What is dissogony?

II. Describe the anatomy of one of the Schizoucnertini. Discuss the affinities of the Nemertini.

III. Give some account of the researches that bear on the question of the immortality of the Protozoa.

IV. Describe the development of the coelom in Peripatus. To what structures in the adult does the coelom give rise?

V. Give an account of the various views which have been held as to the classification of Fishes.

#### MONDAY, 19TH JANUARY, 2 TO 5 P.M.

#### ZOOLOGY (2).

I. Describe the histological structure of the Porifera.

II. Write a short essay on the practical study of economic entomology, with special reference to Southern India.

III. Give an account of the leading characters, distribution, and phylogeny of the Ratitae.

IV. Give a precise account of the dentition of the Rodentia, Insectivora, Monotremata, and Marsupialia.

V. Omitting all reference to domesticated animals, give an account of the Bovidae and Cervidae of the Madras Presidency.

#### TUESDAY, 20TH JANUARY, 10 A.M. TO 1 P.M.

#### ZOOLOGY (3).

I. Describe the respiratory organs of the air-breathing arthropods, and discuss the various views which have been brought forward to explain their homologies.

II. Indicate briefly the features of special zoological interest in the following:—Anaspides, Archigetes, Bdellostoma, Ctenoplana, Okapia, Perameles, Scolopendrella, Tinamus.

III. Give an account of the shell of recent cephalopods, and discuss its relationship to that of (a) other Molluscs, (b) extinct cephalopods.

IV. Cite as many instances as you can of striking sexual dimorphism in animals, and discuss the advantages of this condition to the species.

V. Write notes on :—1. The relationship of the Mollusca to other groups. 2. The origin of pentadactyle limbs.

TUESDAY, 20TH JANUARY, 2 TO 5 P.M.
## EMBRYOLOGY.

(N.B.— *Only five questions are to be attempted.*)

I. Write an essay on the value to be attached to a study of larval forms in determining the affinities of animals.

II. Describe the development of the external form of the body in scorpions. To what extent does the embryology of scorpions throw light on their supposed relationship with Limulus?

III. Describe the chief types of development which have been observed in the Porifera.

IV. Give an account of non-sexual reproduction in the Annelida. In which members of the group is alternation of generations met with?

V. State the distinguishing features of the larva, and briefly describe its subsequent metamorphosis in the following:-- a heteronemertean, Polygordius, Pedicellina, Argiope, Ichthyophis.

VI. What light does embryology throw on the question of the segmentation of the vertebrate head?

VII. Give an account of Hubrecht's investigations on the foetal membranes of mammals.

WEDNESDAY, 21ST JANUARY, 10 A.M. TO 1 P.M.
## PALÆONTOLOGY.

I. Give palæontological evidence in favour of the view that the higher animals have been derived from lower forms.

II. What areas should be explored in order to obtain a representative collection illustrating the palæo-zoology of the Indian Empire?

III. Give an account of the more important types of fossil animals of the Devonian, Cretaceous, Miocene, Pliocene, and Pleistocene periods.

IV. Describe the apparatus and equipment which would be necessary for a palæontological expedition to the higher Himalayas.

V. Write a short essay on the researches of Cuvier, Owen, and Huxley, in the field of palæo-zoology.

WEDNESDAY, 21ST JANUARY, 2 TO 5 P.M.
## ZOOLOGY—GENERAL PRINCIPLES.

I. "A speculative philosopher tells us that the Biological Sciences are distinguished" from the Physical Sciences "by being Sciences of Observation and not of Experiment. Of all the strange assertions into which speculation without practical acquaintance with a subject may lead even an able man, I think this is the very strangest." Give your opinion on this point.

II. Give an account of the contributions to Zoology made by Carl Claus and Albert von Kölliker.

III. Estimate the educational value of a study of Zoology.

IV. Write an essay on the phenomenon of Convergence in the animal kingdom.

V. Write an essay on Sexual Selection.

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THURSDAY, 22ND JANUARY, 10 A.M. TO 1 P.M.

PRACTICAL ZOOLOGY (1).

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I. Make a microscopical preparation of the radula from the mollusc supplied.

II. Dissect out the genito-urinary organs of the fish, and indicate the relationship of the various parts by means of a diagram. In the same specimen expose fully the air-bladder, and determine whether or not it has a pneumatic duct.

III. Make preparations and diagrams to show the structure and arrangement of the mouth organs in the insects provided.

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THURSDAY, 22ND JANUARY, 1 TO 4 P.M.

PRACTICAL ZOOLOGY (2).

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I. Report upon the Plankton supplied. Isolate as many forms as you can, and place them on slides or in watch glasses.

II. Stain and mount the specimen supplied.

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FRIDAY, 23RD JANUARY, 10 A.M. TO 1 P.M.

PRACTICAL ZOOLOGY (3).

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I. With the aid of the manual identify the specimen provided.

II. Make a dissection to show the nervous system of the mollusc supplied, and draw a diagram illustrating the dissection.

III. Draw and describe the microscopical preparations.

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## BRANCH IV.

MONDAY, 19TH JANUARY, 10 A.M. TO 1 P.M.

### PSYCHOLOGY, THEORY (1).

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I. Describe with illustrative diagrams, the various sensory areas in the cerebrum. Mention the nature of the experiments by means of which the present results as to localisation have been arrived at.

II. Show the importance of the work of Fitsch and Hitzig, Flechsig, and Ramon y Cajal in connexion with brain and nerve physiology.

III. Various opinions have been held as to the factors which enter into the perception of space. Mention and criticise these

opinions, and, on the basis of your criticism, give an analysis of space perception.

IV. Discuss the applicability of the following quotation to Dr. Bain's statement of the doctrine of association ; " When we proceed to examine the prevailing expositions of association we remark that under one name or another a subsidiary process is invariably presupposed which seems identical with the 'assimilating' process found in perception."

V. State and examine any modern Theory of Pleasure-Pain with which you are acquainted. Do you think it possible to maintain that "every act of consciousness begins and ends with pure feeling " ?

VI. Say, with reasons, whether you agree or do not agree with the statement that " the conative consciousness does not contain any specific conscious process other than sensation and affection." Analyse the state of Decision.

VII. It has been asserted that "Belief is an attitude of consciousness towards its object fundamentally distinct from simple apprehension." State the arguments which are adduced in favour of this position, and estimate their value.

VIII. Carefully examine the views that have been taken as to the relation of Belief to Imagination on the one hand, and of Belief to Will on the other.

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MONDAY, 19TH JANUARY, 2 TO 5 P.M.

## PSYCHOLOGY, THEORY (2).

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(N.B.—*Parts I and II should be answered in separate books.*)

### Part I.

I. Since all knowledge is relative the absolute is necessarily unknowable. Examine this statement, and give a brief account of the historical discussion of the question.

II. Give a critical statement of Berkeley's idealism. Do Berkeley's theories necessarily lead either to an absolute idealism or a thorough going phenomenalism ?

III. State and examine the ontological arguments for the being of God.

IV. Give an account of the Platonic doctrine of ideas, and state and discuss Aristotle's criticism of it.

### Part II.

V. " Kant does not regard the first two Antinomies in the same light as the third and fourth." Show how the truth of this remark is brought out by the solutions which Kant offers of the Antinomies.

VI. " The use of the term ' subconsciousness ' is to be deprecated. Until it can be shown that there are mental facts which cannot be explained either by psychological analysis or psychological processes any reference to ' Subconsciousness ' is out of place." Discuss this statement.

VII. Lotze criticises the proof of the First Antinomy in the following way:—"I confess to having always found something questionable in the relative position which Kant assigns to the thought of the endlessness of time on the one hand, and that of the impossibility of completing the endless series by synthesis on the other." Höffding's criticism on the proof of the Third Antinomy is:—"Kant does not succeed in proving that a belief in the freedom of the will is compatible with the conformity to law of the empirical character." Examine these criticisms.

VIII. Show in what precise ways Kant's treatment of the Antinomies has influenced (*a*) his ethical system, (*b*) Hegel, (*c*) Hamilton.

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TUESDAY, 20TH JANUARY, 10 A.M. TO 1 P.M.

## PSYCHOLOGY (HISTORY).

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### *Spinoza and Sankara.*

I. It has been pointed out that Spinoza's philosophy is implicitly a form of Idealism.

Account for the fact that Spinoza lost sight of Descarte's central principle. Is Sankara in this respect nearer to Descarte's than Spinoza?

II. To the proposition 'infinite being is absolute affirmation' it may be said such pure affirmation (S is S) is meaningless and inconceivable. A negative element, difference, must be present in all affirmation (S is P). Explain.

III. Goethe admires Spinoza for "the inflexible regularity of his logical procedure," while others detect palpable hiati between the different parts of his so called 'System,' *e.g.*, (*a*) in passing from substance to attribute; (*b*) from substance to modes; (*c*) in the doctrine of infinite modes; (*d*) in the transition from bondage to freedom. Discuss this.

IV. Compare Spinoza's treatment of finite individuals and the illusions of the imagination with Sankara's doctrine of Maya.

Which view, in your opinion, is the most consistent?

V. "The axiom which our European idealists often state in the form: *No object without a subject*, is always, in one shape or another, upon the Hindoo's lips. He states it less technically but he holds it all the more intuitively."

Explain this statement of Prof. Royce.

Does Sankara face the Epistemological problem?

VI. Spinoza's god is the "hypostasisation of the abstract formula of a logical unity of the universe, a unity indifferent to every content and intrinsically empty." Discuss this.

VII. "Though Monism would be an excellent theory when the world-process was ended, it is for this very reason quite inapplicable and extremely mischievous while it is still going on." Examine this and trace the ethical consequences of Monism in Spinoza and Sankara.

VIII. Hegel claims by the substitution of *subject* for *substance* to have solved what to Spinoza proved insoluble. Consider this.

IX. Who sees the one same living lord in every being dwell,
  Unchanging still 'mid endless change, that man alone sees
  The *self* that knows *its very self* to every being given, [well,
  That self can never hurt itself : so runs the road to Heaven.
  Discuss Sankara's teaching as to the relation of Atman to Paramatman.

TUESDAY, 20TH JANUARY, 2 TO 5 P.M.

PSYCHOLOGY (AUTHORS).

*Ward's Naturalism and Agnosticism.*

I. 'A crude recrudescence of neo-pantheism ...............
inconsistent with the bright and clear teaching of *realities* and faith in realities,' is Lord Kelvin's characterisation of this book.
  Taking the hydro-kinetic theory as an example, show, as briefly as you can, how Ward disposes of its claim to explain, or even describe, 'reality,' *i.e.*, 'what actually goes on *behind* what we can see or feel.'

II. 'Those who insist that the quantity of phenomenal energy in the universe *must* be constant seem to me in the same position as one who should maintain that the quantity of water in a vast lake must be constant merely because the surface was always level, though he could never reach its shores nor fathom its depths.'
  Discuss this criticism of Spencer's " experimentally establish-ed induction."

III. The Synthetic Philosophy is a gigantic mango-trick, in which 'new elements (*e.g.*, Heterogeneity, Life, Consciousness) are adroitly taken up as the synthesis advances, although they seem to have been swept from the board before the performance commenced.'
  Is this estimate, in your opinion, just or unjust, and why?

IV. In self-conservation and Hedonic selection 'we seem to have a power working in a direction contrary to the 'down hill tendency' of energy to assume a useless form (entropy).'
  Explain the difference between these teleological factors and what is called 'natural selection.'

V. Distinguish the psychological and the psycho-physical stand-points, and these again from the epistemological.
  The conscious automaton theory cannot account for the " illusion " of activity, for it 'excludes the very experiences which make the illusoriness apparent.' Explain.

VI. Show how the Huxleian parallelism of phenomenal and epiphenomenal becomes *inverted* in the school of Kirchhoff and Mach.
  What is meant by saying that the 'Two articles of the Agnostic gospel' really contain an implicit Idealism?

VII. ' The fallacy of naïve realism is one step towards dualism; the hypothesis of Introjection supplies the other.'

How does Ward account for the first fallacy? Explain the working of Introjection.

VIII. 'The subject of universal experience is one and continuous with the subject of individual experience.'

Give an outline of the argument by which Ward arrives at this conclusion.

WEDNESDAY, 21ST JANUARY, 10 A.M. TO 1 P.M.

## THEORY OF LOGIC.

(N.B.—*Parts I and II should be answered in separate books.*)

### Part I.

I. What view of the relation between Logic and Metaphysics is consistent with 1. Objective Logic, 2. Subjective Logic? State the problems of Logic that involve Metaphysical assumptions. What do you understand by theory of knowledge? And how is it related to Logic?

II. Is there such a thing as a science of Statistics? How is it related to Induction? How does the problem of Libertarianism vs. Determinism affect it?

III. "Syllogism and Induction correspond to the two great aspects of existence and ways in which things are known." Examine this statement.

IV. What Logical Method of investigation would you employ in 1. Ethics, 2. Politics, 3. Metaphysics? Give concrete illustrations wherever possible.

Can experiment find a place in these sciences?

### Part II.

V. Give a brief account of the various views which have been held regarding the Import of Propositions.           ●

What is meant by the Existential Import of Propositions? Give some of the leading views on the subject.

VI. State and examine Mill's theory of the origin of Geometrical truth.

VII. What different proofs have been advanced of the Law of Causation?

What is the logical connection between the Law of Causation and the Law of the Uniformity of Nature?

VIII. The Inductive. Methods have been called Weapons of Elimination. Discuss the appropriateness of this description.

Do these serve as methods of proof or of discovery?

Discuss the question whether these methods may not be more appropriately termed Deductive methods.

THURSDAY, 22ND JANUARY, 10 A.M. TO 1 P.M.

## LOGIC (HISTORY.)

*(The Science of Logic as conceived by Hamilton, Spencer, Mill and Green. Theories of Causation).*

I. Give Hamilton's definition of Logic and Mill's criticism of the same.

What is Green's view of the function of Logic and how does it follow from his Metaphysics of Knowledge?

II. State Hamilton's Theory of Concept and examine critically his attempt to show that nominalists and conceptualists are really at one.

III. Mill says that propositions are not assertions respecting our ideas of things but assertions respecting the things themselves. Examine this position and show how far it is compatible with Mill's own Theory regarding the reality of 'things themselves.'

IV. What is Hamilton's doctrine of the Quantification of the Predicate? Examine his contention that this doctrine is a more correct representation and analysis of the reasoning process than the common doctrine of the syllogism.

V. Referring to Mill's Theory of the Syllogism, Green asks: Is the 'particular' of which an attribute is asserted in the conclusion one of the particulars which have been already observed to have this attribute or is it not? If it is, then there is no inference to it .... If it is not, how is the inference justified?

State (1) how Mill will meet this criticism, and (2) Green's own theory of inference.

VI. Give (1) Mill's criticism of Hamilton's statement of the Law of causation and (2) Hamilton's criticism of (a) What is known as the volitional theory of causation; (b) The doctrine of Wolff and the Leibnitzians which attempts to establish the principle of casuality upon the principle of Contradiction.

VII. Referring to the old controversy between Mill and Whewell as to whether conceptions are abstracted from facts on superinduced upon them, Green points out that the dispute turns on a false view of the relation of the mind to facts. Explain and criticise.

VIII. State and criticise Spencer's doctrine of the Universal Postulate. Mill says that the inconceivability of the contradictory of a proposition is so far from being a mark of its (so-called) necessary truth, that it is not even a certain mark of its being true at all. . How does he prove this?

Hamilton agrees with Mill in rejecting inconceivability as a certain mark of falsity. For what reasons?

## LOGIC (AUTHORS).

*Sigwart's Logic. Part III. Chapters V to VII.*

I. Summarize briefly the position of Sigwart in regard to logical theory, and indicate in what respects his view differs from the empirical-logic theory of Mill. What are the points of agreement between Sigwart and Jevons?

II. State and criticize Aristotle's conception of Induction. "The induction of Bacon is in no way opposed to the *Organon* of Aristotle." Explain?

III. Distinguish between induction as a psychological fact, and induction as a logical method. What are the main problems connected with each?

IV. "Taking away with one hand what he gives with the other, Mill shows in the uncertainty of his views the helplessness of pure empiricism, the impossibility of erecting an edifice of universal propositions on the sand heap of shifting and isolated facts, or, more accurately, sensations; the endeavour to extract any necessity from a mere sum of facts must be fruitless." How far are these criticisms justifiable?

V. What is the logical application of the Darwinian theory? Note particularly its bearing on what Sigwart terms the Induction of Concepts.

VI. State Sigwart's view of the relation of the law of Causation to the theory of Induction. How does the law of conservation of energy affect the theory of causation?

VII. What is meant by explanation? What different forms of explanation does Sigwart recognize? Discuss the value of explanation which takes the form of Historical investigation.

## ETHICS (THEORY).

I. Is morality the whole end of life from all points of view or is it one view of the whole?

II. Discuss the statement that self-realisation cannot be the End, any more than it is the *ultimatum* of moral existence in time.

III. Is the question of the End of Ethics the same as that of the Standard? If we take Perfection to be the End, what must be the Standard?

IV. Discuss the relation of Ethics to Politics regarding, (*a*) the end to be pursued, (*b*) the laws regulating its pursuit.

V. Is the individual living for the State or the State for the individual? What bearing has your answer on the origin and meaning of Rights?

VI. Do you think it sufficiently comprehensive and ethically right to sum up all the functions of the State in the one function of protecting equally all the liberties of individuals?

VII. From the standpoint of Spencerian or Evolutionary Ethics, is there any possibly assignable reason that the might of the stronger must be limited by the right of the weaker? What mean ·ing can Right and Duty have in such a system?

VIII. May it be a positive duty to resist the laws of the country? Is the case of resisting laws disposed of in the same way as that of merely refusing to obey them?

FRIDAY, 23RD JANUARY, 2 TO 5 P.M.

## ETHICS (HISTORY).

I. Explain the exact meaning of the Stoic formula: "Living according to Nature." How far does this meaning agree with that of Butler's statement of the same?

II. "Asceticism is a system which teaches man not to govern his wants by subordinating them to reason and the law of duty, but to stifle them entirely, or at least to resist them as much as he can." With what system known to you does this statement agree? Is there no other way of defining asceticism and assigning it a place in Morals?

III. Compare the Kantian and the Stoic systems in their respective view of the Summum Bonum and the Freedom of the Will?

IV. Is Kant's maxim of treating humanity as an end consistent with or merely another way of stating the principle of universal consistency in action?

V. What place is there in Kant's system for love of Duty and virtue as a developed habit?

VI. Compare the position of Conscience in Butler's scheme with that of Duty in Kant's. What is the ultimate basis of moral obligation in both these systems?

VII. Discuss the Hegelian view of Right as *realised freedom* and compare it with the Kantian view.

VIII. How does the harmony between virtue and happiness become a postulate of Kantian Ethics? What kind of happiness is postulated thereby?

SATURDAY, 24TH JANUARY, 10 A.M. TO 1 P.M.

## ETHICS (AUTHORS.)

### Spencer's *Principles of Ethics, Vol. II.*

I. On what grounds does Spencer justify the attribution of morality to animals, and what does he consider the laws of sub-human justice?

II. State and critically examine Spencer's formula of justice.

III. On what is the idea of property based? In a highly developed community where the distribution of wealth is determined by competition, can the "rights of property" be based on any abstract principle of justice?

IV. The ethics of the State and the ethics of the family are opposed in nature. Examine this statement.

V. What exceptions does Spencer admit to the right of free contract? Can the principle which underlies these exceptions be restricted to the few special cases in which he applies it?

VI. State and examine Spencer's views of the nature and functions of the State.

VII. What would Spencer say on the question of :—(a) The establishment of municipal bakeries; (b) The united family system?

Would you consider his position with regard to these questions unassailable?

VIII. Mr. Spencer's ethical principles only apply to a society in which social inequality determined by competition prevails. As such a society is founded on a non-moral, if not an immoral, basis his principles have really no more ethical value than the rules of cricket or football. How and with what success does Spencer meet this objection?

## BRANCH V.

### MONDAY, 19TH JANUARY, 10 A.M. TO 1 P.M.

### ANCIENT HISTORY.

*[History of Rome B.C. 133—B.C. 44.]*

*N.B.*—The first *five* questions should be answered and any *two* of the last four.

I. Describe the social and economic condition of Italy at the beginning of this period. Classify the various parts of the Roman State as then constituted. How do you account for the weakness of the Senate?

II. Describe the provincial system, showing the effect it had upon the constitutional troubles of the period.

III. Explain the following statement :—' The same wave of indignation and suspicion which for the moment checked Caesar's rise carried M. Tullius Cicero to the height of his fortunes.' Estimate the political aspirations and career of the latter.

IV. Give an account of the relations between Caesar and the Senate from B.C. 59 to B.C. 49; and discuss the question whether he was justified in making an appeal to force.

V. Compare the characters of Marius and Caesar, illustrating your statement by events in their lives.

VI. Contrast the methods of Tiberius and Gaius Gracchus, and explain why each failed.

VII. Give an account of the political parties in Rome. in B.C.
100, and trace carefully the events that led to the domination of
Sulla.

VIII. Estimate the policy and aims of Sulla.   How far were any
of his reforms permanent?

IX. Describe accurately (a) the campaign of Pompey against
Mithradates and (b) the battle of Pharsalus, and the events that
led up to it, with plans.

### MONDAY, 19TH JANUARY, 2 TO 5 P.M.
### MEDIÆVAL HISTORY.

#### (The Angevins in France and England.)

I. Draw a map of the continental dominions of the Angevins
at their greatest extent, indicating (a) the original territory of the
house; (b) the date at which each acquisition was made; (c) the
portion that remained in Angevin hands in 1216.

II. How far is it accurate to speak of a common Angevin
character and a continuous Angevin policy in the Angevin dynasty
between 843 and 1243 A.D.?

III. Give an account of the career of Fulk the Black and estim-
ate its importance in the history of France.

IV. What were the occasions and causes of the disputes between
Henry II. and Becket?  How far was the latter defending necessary
liberties and how far claiming privileges detrimental to the interests
of the nation?  Point out the influence of continental politics upon
the course of the quarrel.   Estimate its results.

V. Describe the administrative system of Henry II.   Examine
its strength and its weakness as illustrated in the reign of Richard I.

VI. Show clearly the points at issue in the conflicts of John
with (1) the Pope, (2) the English Church, (3) the Barons.   How
far is it possible to defend the King's attitude in any or all of these
conflicts?

VII. Classify the original authorities for the history of the
Angevins from 843 to 1243 A.D.   Give some account of a leading
example of each class.

### TUESDAY, 20TH JANUARY, 10 A.M. TO 1 P.M.
### MODERN HISTORY.

#### [History of Europe from 1849 to 1871.]

I. Draw a map of the Austrian dominions at the beginning of
this period.   Trace the effect of nationalism upon their history
from 1849 to 1871.

II. Point out the obstacles in the way of German unity in 1849.
How had they been overcome by 1871?

III. Give a clear account of the steps by which Louis Napoleon reached the Imperial throne. Describe the constitutional position of the French Emperor.

IV. Examine the development of Cavour's policy. How did it differ from Mazzini's and from Garibaldi's?

V. State clearly the aims of each of the Powers concerned in the Eastern Question in 1853, and trace the effect of the difference of their aims upon events from 1853 to 1856.

VI. Sketch in outline the operations of the Franco-Prussian War.

VII. Estimate the progress of Constitutionalism in Europe during this period.

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TUESDAY, 20TH JANUARY, 2 TO 5 P.M.

### HISTORY OF INDIA.

*[ The Muhammadans in South India, 1310-1688.]*

I. Describe the work of each of the chief Muhammadan historians of South India, and estimate its value as an historical record.

II. Describe the circumstances that led to the establishment of the Bahmani Kingdom. Trace and account for the rapid growth of its power under its first king.

III. State the causes and results of the wars waged with Vijayanagar by (*a*) Muhammad Shah I, (*b*) Firoz Shah, in 1417, and (*c*) Ahmad Shah I.

IV. Show how the jealousy between the Deccani and foreign Muhammadans affected the history and finally led to the break-up of the Bahmani kingdom.

V. Describe the events that led up to the downfall of Vijaya-nagar; and indicate the effects of its fall on the subsequent history of the Muhammadan states in the Deccan.

VI. Give a clear account of the part played by Malik Amber in maintaining the independence of Ahmednagar, briefly referring to the circumstances that favoured him.

VII. Show in detail the contrast between the Imperial power in the Deccan when Aurangzib was its Viceroy and about the year 1325 A.D.

VIII. Give a brief but clear account of the conquest and annexation of Bijapur and Golconda by Aurangzib. Examine Aurangzib's policy with regard to them in the light of subsequent history.

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WEDNESDAY, 21ST JANUARY, 10 A.M. TO 1 P.M.

### HISTORICAL SUBJECT OR INSTITUTION.

*(The First Century of the East India Company.)*

I. What trade models had the East India Company before them when they started their business, and what modifications did they introduce, in framing their own organisation?

II. Give some account of the collisions that took place between
the British and the Portuguese in India down to the year 1622, and
state the causes of the decline of the latter.

III. Under what circumstances was the treaty of 1619 concluded
between the British and the Dutch East India Companies, and why
did it prove abortive?

IV. 1. Explain how the rise, character and growth of the
Company's first settlements on the Bombay, Madras, and Bengal
coasts were influenced by the differences in the political conditions
prevailing in each. 2. State the main points in Mandelslo's sketch
of the English factory at Surat.

V. Describe the change made in the constitution of the Com-
pany by Cromwell's Charter of 1657, and show how it represented
the spirit of the times.

VI. Describe the political condition of India about the year 1680,
and explain how it helped to decide the conflict of opinion as to the
best mode of securing the Company's interests in India.

VII. How did contemporary opinion in regard to economic and
mercantile matters hinder the prosperity of the Company's trade,
and how did the Civil Wars help to advance it?

VIII. Explain clearly (*a*) why the New East India Company was
formed in 1698, and (*b*) what brought about its amalgamation with
the Old Company.


THURSDAY, 22ND JANUARY, 10 A.M. TO 1 P.M.

SCIENCE AUXILIARY TO HISTORY.


[*South Indian Architecture.*]

I. Consider the influence of geological features on the monu-
ments at Ajunta, Ellora, Hullabid, Bijapur, and Madura.

II. 1. How far does a comparison of the *rail* of Amaravati
with those of Sanchi and Bharhut enable us to judge of their
respective ages? Discuss the value of the sculpture on the Amara-
vati rail in connection with our knowledge of Buddhism.

*or*

2. Describe briefly the remains in South India of Jain
architecture, mentioning their localities, and drawing attention to
those characteristics that appear to point to a wooden origin.

III. Discuss the evidence as to the date of the *raths* at Maha-
balipuram; and consider their relation to earlier and later styles.

IV. Describe, with sketches, the chief characteristics of Dravid-
ian and Chalukyan architecture as regards:—(1) openings (door-
ways and windows); (2) roofs; (3) columns.

V. Draw a rough ground-plan of the group of buildings around
the temple of Chidambaram *or* Rameswaram; give a general
description of the group you select, and discuss the evidence as to
the date of construction of that group.                  .

VI. Describe with special reference to plan and ornamentation the Hoysaleshwara temple at Hullabid.

VII. Shew by drawings and description how in the structure of the dome of Mahmud's tomb at Bijapur the lateral thrust is counteracted.

*or*

Compare the general design of the great mosque at Gulbarga with that of the Jumma Musjid at Bijapur.

### THURSDAY, 22ND JANUARY, 2 TO 5 P.M.

### INTERNATIONAL LAW.

I. Trace the development of international relations from the earliest times, noting the principles underlying them.

II. Discuss the appropriateness of the term "International Law."

III. "In applying to the discovery of new countries the same principles which the Romans had applied to the finding of a jewel, the Publicists forced into their service a doctrine altogether unequal to the task expected from it." Explain and illustrate this statement by reference to historical disputes.

IV. Point out, with historical examples, the rights arising under the right of self-preservation.

V. Distinguish between the two branches of the law of neutrality and show how they have been confused.

VI. Discuss the position of a belligerent in occupation of enemy territory. How is such occupation constituted and to what rights and duties does it give rise ?

VII. Under what conditions may neutral persons and property be clothed with an enemy character ?

VIII. Point out the conditions under which a blockade is instituted, maintained, and brought to an end, and its effect on neutrals.

### FRIDAY, 23RD JANUARY, 10 A.M. TO 1 P.M.

### POLITICAL ECONOMY (1).

I. Discuss, with historical references, the conditions that affect (1) the increase of the labouring population in a country, (2) their vigour, (3) their industrial skill.

II. What does Marshall mean by External and Internal Economies of Production ? How are these economies limited ? What are the chief forms of modern business management, and how does their growth affect the market for marked business ability ?

III. What are the conditions that determine the ordinary rate of profits in a country at a given time ? State Mill's doctrine of the tendency of profits to a minimum, explaining carefully the conditions he assumes for its operations. What are the causes

that in a country like England at the present day counteract this tendency ? How does Mill apply this doctrine in his discussion of a tax on Profits ?

IV. Distinguish between General and Particular Prices.   How are the former determined and how measured? Give a summary of Mill's account of how credit affects prices.   Explain shortly the method by which a large and sudden increase in the gold reserve of the Bank of England affects General Prices.

V. 1. Summarise the economic changes of the sixteenth century in England.

2. \Describe and account for the condition of the working classes of England during the half century that preceded the Poor Law Act of 1834.

VI. What steps does Ingram infer as being at once practicable and urgent in the direction of a renovation of economic science ? Illustrate your answer by references to the history of the science.

FRIDAY, 23RD JANUARY, 2 TO 5 P.M.

POLITICAL ECONOMY (2).

I. What are the peculiarities which distinguish the action of demand and supply in relation to Labour from the operation of the same forces in relation to the other factors of production ?   What does Marshall mean by saying that the importance of these peculiarities depends on the cumulativeness of their effects ?

II. What is meant by an increase in (1) the Normal Demand, (2) the Normal Supply of an article.   Trace the effects of each on production according to the different conditions of that production. Hence show the effects on Consumers' Rent of (a) the levying of a tax, (b) the granting of a bounty on production, and deduce some exceptions to the doctrine that it is best that each should spend his income as he pleases.

III. Is taxation always an evil ?   Criticise the statement " Every tax creates a new ability in the subject to bear it, and each increase of public burdens increases proportionally the industry of the people." Illustrate from the history of taxation the value of the following canons :—Taxes should be (1) Productive, (2) Economical, (3) Elastic, (4) Certain.

IV. Account for Mill's approval of the doctrine that loans as compared with taxation are economically disadvantageous.   Give the rules laid down by Bastable as governing the choice to be made between loans and taxation, with a summary of the arguments he adduces in support of them.

V. " Do the strongest forces of the social development of our time really tend towards the superseding of the present economic order and towards the establishment of a new and wider order based on collective capital and associated labour?"   Show that this question is fundamental to Karl Marx's doctrine and indicate the grounds on which his answer is based.

SATURDAY, 24TH JANUARY, 10 A.M. TO 1 P.M.

## POLITICAL ECONOMY (3).

*Essay.*

Write an essay on any one of the following subjects:—

I. "If we are asked whether this doctrine of rent, and the consequences which Ricardo deduced from it, are true, we must answer that they are hypothetically true in the most advanced industrial communities, and there only (though they have been rashly applied to the case of India......) but that even in those communities neither safe inference nor sound action can be built upon them."—*Ingram.*

II. With special reference to India. "The true key-note of economic progress is the development of new activities rather than of new wants."—*Marshall.*

III. "There remains to be noticed........the theory that the amount of the land revenue taken by the Government of India, in one form or another, from the people is mainly responsible for famine, with its corollary that, were the assessments diminished, famines would be less frequent, or that at least, when they do occur, they would cause infinitely less suffering."—*(Resolution by the Governor-General of India in Council No. 1 dated the 16th January 1902.)*

## BRANCH VI.

MONDAY, 19TH JANUARY, 10 A.M. TO 1 P.M.

## COMPARATIVE PHILOLOGY.

NOTE.- *Candidates are informed that, in order to obtain full marks, it is not necessary to answer all the questions in this paper. They are recommended to select such questions as they can answer in the time allowed.*

I. Give some account of the "Discovery of Sanskrit." Show that it led to the Aryanisation of Philology.

II. Discuss the part played by onomatopœia in the origin of language, and show that language begins in sentences.

III. Show by illustrations (transliterated into the English alphabet, and fully explained), that the Dravidian languages are agglutinative and Sanskrit inflectional.

IV. What are the three great causes of change in language? Which does Professor Sayce think has attracted more than its share of attention and why does he think so?

V. Explain clearly how differences of vowel sound are produced by the vocal organs. What has pitch to do with the pronunciation of vowels and "tone" with that of sentences?

VI. "Myths are the creation of language." Develop this.

VII. "Language is a social product, not a racial one." State and illustrate the consequences of these facts.

VIII. Show that History and Logic have derived help from Comparative Philology.

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## BRANCH VI—ENGLISH.

MONDAY, 19TH JANUARY, 2 TO 5 P.M.

### HISTORY OF THE ENGLISH LANGUAGE.

N.B.—*Candidates are informed that in order to obtain full marks it is not necessary to answer all the questions in this paper. Those marked with an asterisk should, however, be attempted.*

\* I. Translate the following passages. To what periods of the language would you assign them, and why ?

    (a)  Hwæt !  Wē gefrunan on fyrndagum
        Twelfe under tunglum tireadige hæleð
        þēodnes þegnas      no hira thrym alæg
        camprædenne  þonne cumbol hnēotan.

        þæt wǣron mǣre     men ofer eorðan
        frome folctogan     and fyrdwhate
        rōfe rincas     þonne rond ond hond
        on herefelda     helm ealgodon
        on meotudwange.

    (b)  The king that all for-travalit wes,
        Saw that hym vorthit slep neidwais ;
        Till his fostir-brothir he sais,
        ' May I trast the me to valk,
        Till I a litill sleping tak ?'  .
        ' ʒha Schir,' he said, ' till I may dre.'
        The kyng than vynkit a litill we,
        And slepit nocht full ynkurly,
        Bot gliffnyt vp oft suddandly,
        For he had drede of thai thre men,
        That at the tothir fyre war then,
        That thai his fayis war he wyst,
        Tharfor he slepit as foul on twist.

II. Who was Ulfilas?  Of what importance is his work in the history of the English language?

III. In what respects does Old English preserve the original Germanic vowel scheme more faithfully than Gothic ?

\* IV. Explain vowel gradation and give the conjugations forming "the key to the whole system of gradation."

V. Name the Middle English dialects and mention some of the chief characteristics of each.

\* VI. Trace the steps by which the old synthetic English has become the modern analytic tongue we now use.

\* VII. The growth of the English tongue is usually divided into five periods. What are the special characteristics of the third period?

\* VIII. (a) Give the history of the absolute construction as found in English. (b) What are the various functions of the dative case?

IX. (a) Write notes on the derivation of *kettle*, *rummage*, *bury*, *proxy*, and give other illustrative examples of the etymological forms involved. (b) The following Norman French words are found in a work written before 1300. Which of them are still in use, and in what forms? *Neyce*, *garsonnes*, *enuesure*, *raunson*, *soudan*, *maistrie*, *auntred*, *basnet*, *justyng*, *male-aperte*.

X. "Modern English spelling is open to much criticism." Show the truth of this statement, and explain how the invention of printing has not been an unmixed blessing as regards spelling reform.

XI. "Take a pursuit that has been followed from the earliest to the latest times, but under ever varying conditions—that of war. The vocabulary of its terms has been continually diminishing and enlarging as one method of warfare is supplanted by another." Carefully exemplify the truth of this statement, with special reference to the late South African War.

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TUESDAY, 20TH JANUARY, 10 A.M. TO 1 P.M.

TEXT-BOOKS I.

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Selections from Sweet's *Anglo-Saxon Reader;* Selections from Morris and Skeat's *Specimens of Early English Literature;* Chaucer, *The Prioresses Tale, Sire Thopas, The Monkes Tale, The Squieres Tale;* James I, *The Kingis Quair.*

N.B.—*Candidates are informed that in order to obtain full marks it is not necessary to answer all the questions in this paper. They are recommended to select only such questions as they can answer satisfactorily in the time allowed. Those questions which are marked with an asterisk should, however, be attempted.*

\* I. Translate the following passages into modern English :—

1. Ure ieldran, ða ðe ðas stowa ær hioldon, hie lufodon wisdom, ond ðurh ðone hie begeaton welan, ond us læfdon. Her món mæg giet gesion hiora swæð, ac we him ne cunnon æfter spyrigean, ond for ðæm we habbað nu ægðer forlæten ge ðone welan ge ðone wisdom, for ðæm ðe we noldon to ðæm spore mid ure mode onlutan.

-Write notes on the underlined portions of *ieldran*, *hioldon*, *begeaton*, *swæð* (beside swaðu), *spyrigean* beside *spore*.

2. Ða het heo gesomnian ealle þa gelærdestan menn and þa leorneras, and him and weardum het secgan þæt swefn, and þæt leoð singan, þætte ealra heora dome gecoren wære, hwæt oððe hwonon þæt cumen wære. Þa wæs him eallum gesegen, swa swa hit wæs, þæt him wære from Dryhtne sylfum heofonlicu gyfu forgifen.

Ðā rehton hīe him and sægdon sum hālig spell and godcundre lāre
word; bebudon him þā, gif hē mihte, þæt hē him sum sunge, and
in ·swinsunge lēoðsonges þæt gehwyrfde.  Ðā hē þā hæfde þā wīsan
onfangene, þā ēode hē hām tō his hūse, and cōm eft on morgen,
and þȳ betstan lēoðe geglenged him āsong and āgeaf þæt him
boboden wæs.

Classify all the strong verbs in this passage.  Give the four
grades of each, and account for any divergences in the stem syllable
from the regular primitive-Germanic vowel sound.

3.  Mē sendon tō þē sæmenn snelle;
  ·   hēton ðē secgan, þæt þū mōst sendan raðe
      bēagas wið gebeorge; and eow betere is
      þæt gē þisne gārrǣs mid gafole forgyldon,
      þonne wē swā hearde hilde dǣlon.
      Ne þurfe wē ūs spillan, gif gē spēdaþ tō þām:
      wē willað wið þām golde grið fæstnian.
Notice any metrical irregularities in these lines.

4.  Gif ic ǣnegum þegne þēodenmādmas
      gēara forgēafe, þenden wē on þan gōdan rīce
      gesǣlige sǣton, and hæfdon ūre setla geweald,
      þonne hē mē nā on leofran tīd leanum ne meahte
      mīne gife gyldan, gif his gīen wolde
      mīnra þegna hwilc geþafa wurðan,
      þæt hē ūp heonon ūte mihte
      cuman þurh þās clūstro and hæfde cræft mid him,
      þæt hē mid feðerhoman flēogan meahte,
      windan on wolcne, þǣr geworht stondað
      Adām and Ēve on eorðrīce
      mid welan bewunden, and wē synd āworpene hider
      on þās dēopan dalo.

5.                Wēop eall gesceaft,
      cwīðdon cyninges fyll: Crīst wæs on rōde.
      Hwæðere þǣr fūse feorran cwōman
      æðeie tō ānum: ic þæt eall behēold.
      Sāre ic wæs mid sorgum gedrēfed, hnāg ic hwæðre þām
        secgum tō handa
      ēaðmōd elne mycle.  Genāmon hīe þǣr Ælmihtigne God,
      āhōfon hine of ðām hefian wīte: forlēton mē þā hilderincas
      standan stēame bedrīfene: eall ic wæs mid strǣlum
        forwundod.

6.  For þon wāt sē þe sceal his winedryhtnes
      lēofes lārcwidum longe forþolian,
      ðonne sorg and slǣp somod ætgædre
      earmne ānhagan oft gebindað:
      þinceð him on mōde þæt hē his monndryhten
      clyppe and cysse, and on cnēo lecge
      honda and hēafod, swā hē hwīlum ǣr
      in gēardagum giefstōles brēac.
Derive *lārcwidum*. What is the infinitive of *brēac* ? Mention

C—30

some other infinitives of the same ablaut series similarly formed, and explain the form.

II. Write an account of the poem from which the extract in I (c) is taken.

III. Summarise the chief theories advanced in connection with the poem quoted in I (d).

IV. What is known of the authorship of the poem containing the lines in I (e), and what relation do these lines bear to the runes on the Ruthwell Cross?

V. "Despite the Christian character of its opening and concluding lines, *The Wanderer* is a poem full of the spirit of northern paganism." Discuss this criticism.

* VI. Illustrate from the prescribed Middle English texts the distinguishing characteristics of the dialects of which they are examples.

VII. What is the significance of the poetry of Laurence Minot?

VIII. Give some account of the class of poems to which " William of Palerne " belongs.

IX. Write a critical note on " The Voiage and Travaile of Sir John Maundeville."

* X. Assign, with reasons, each of the prescribed Canterbury Tales to the probable date of composition.   State the source of each of the Monk's " tragedies."

XI. Give some account of the different metrical forms exemplified in the prescribed tales.

XII. Write a critical estimate of the " Prioresses Tale " or of the " Squieres Tale."

XIII. Give in outline the scheme of the " Kingis Quair," and assign to the poem its place in the history of English poetry. Mention all the direct imitations of Chaucer you can remember in the " Kingis Quair."

* XIV. 1. Annotate the following passages; in each case state the context :

(a) So fair a siȝt of seg : ne sawe he neuer are,
   Of lere ne of lykame lik him nas none.

(b) I tolde hem of als gret a merveyle to hem, that is amonges us : and that was of the Bernakes.

(c) For Roger, which that bisshop was of Pyse,
   Hadde on him maad a fals suggestioun.

(d) Seint Nicholas stant euer in my presence.

(e) Of Horn child and of Ypotys,
   Of Bevys and sir Gy,
   Of sir Lybeux and Pleyndamour.

(f) As by the whelp chasted is the leoun.

(g) The wyly fox, the wedowis Inemye,
   The clymbare gayte, the elk for alblastrye,
   The herknere bore, the holsum grey for hortis.

2. Write etymological notes on the following : doghty, frayne, desparpleth, roperon, habergeoun, barme, toller, wiȝes.

SHAKESPEARE: *Richard II, As You Like It, Antony and Cleopatra, The Tempest;* MARLOWE: *Edward II;* SPENSER: *The Shepheard's Calendar;* JONSON: *The Sad Shepherd.*

N.B.—*Candidates are informed that in order to obtain full marks it is not necessary to answer all the questions in this paper. Those questions, however, which are marked with an asterisk should be attempted.*

*I. What internal evidence does each of the selected plays of Shakespeare afford as to the period of the author's work to which it belongs?

II. Some people see in Jacques an elevated moral philosopher, others a mere *blasé* sensualist. Give your reasons for agreeing with either or neither estimate, and in the latter case give your own estimate of Jacques.

III. Discuss the sources of the plots of *The Tempest,* and *As You Like It.* What do you consider to be the ultimate *motif* of *The Tempest?*

IV. Compare *Edward II* with *Richard II* in respect of characterisation. Also compare the scene of the murder of Edward II with the corresponding scene in *Richard II* in respect of dramatic treatment and dramatic effect.

V. The phrase *feliciter audax* (happily daring) has been used to describe both the moral aspect of *Antony and Cleopatra,* and also the play regarded as a work of art. Discuss its significance in both cases.

Illustrate from this play Shakespeare's dramatic skill in the use of his material.

VI. *The Shepheard's Calendar* has been called "a summary of the whole past history of pastoralism." Explain this. Write a critical note on the language of the *Calendar.*

VII. Give some account of the pastoral drama of Jonson's time, and point out the relation in which *The Sad Shepherd* stands to it.

Discuss the theory that *The Sad Shepherd* and the missing pastoral, entitled *The May Lord,* are identical.

* VIII. Explain fully and annotate the following passages:—
1. Why who cries out on pride,
   That can therein tax any private party?
   Doth it not flow as hugely as the sea,
   Till that the weary very means do ebb?
2.            No hope that way, is
   Another way so high a hope, that even
   Ambition cannot pierce a wink beyond
   But doubt discovery there.
3. This is the tune of our catch played by the picture of nobody.

4. The shadow of your sorrow hath destroyed
   The shadow of your face.
5. *Groom.*  Hail, royal prince!
   *K. R.*                           Hail, noble peer!
               The cheapest of us is ten groats too dear.
6.                           Prithee, go hence;
   Or I shall show the cinders of my spirits
   Through the ashes of my chance.
7.                           Soar ye ne'er so high,
   I have the jesses that will pull you down;
   And *aeque scndem* shall that canker cry
   Unto the proudest peer of Britainy.
8. Indeede the Romish Tityrus, I heare,
   Through his Mecaenas left his Oaten reede.
9. Now, I pray thee, lette me thy tale borrowe
   For our Sir John, to say to morrowe
   At the Kerke.
10.                       But the sourer sort
   Of shepherds now disclaim in all such sport.

WEDNESDAY, 21ST JANUARY, 10 A.M. TO 1 P.M.

ESSAY.

Write an essay on:—Realism in Literature.

THURSDAY, 22ND JANUARY, 10 A.M. TO 1 P.M.

TEXT-BOOKS III.

MILTON, *Lycidas, Comus*; SHELLEY, *Adonais*;  TENNYSON,
*Idylls of the King*; WILLIAM MORRIS, *The Story of Sigurd the
Volsung* and *The Fall of the Niblungs*.

NOTE—*Candidates are not expected to answer all the questions.
They should select such questions as they can answer fully and
satisfactorily in the time allowed.*

I. Discuss the various theories as to the origin of the Plot of
"Comus."

II. Compare or contrast Shelley's treatment of the Elegy with
that of Milton. What elements in "Lycidas" and "Adonais"
respectively are traditional, and to what extent do the Poems bear
the stamp of the individual genius of their Authors?

III. Discuss the following criticisms:—

"The Songs (in "Comus") are vigorous and full of imagery,
but they are harsh in their diction, and not very musical in their
numbers."

"Passion plucks no berries from the myrtle and ivy, nor
calls upon Arethuse and Mincius, nor tells of rough Satyrs, and
Fauns with cloven heel."

IV. Discuss the following appreciation of "Sigurd the Vol-

sung ":—"The most Homeric Poem which has been written since Homer."

V. "Chaucer, whom I should call the Novelist of Poets, as Morris is the Romance-writer." Discuss this criticism. Compare Chaucer, Morris, and Tennyson as story-tellers. Do you notice any conspicuous characteristic of Chaucer, which is lacking in William Morris?

VI. Sketch briefly the Plot of "Sigurd the Volsung." On what grounds has the Plot been criticised unfavourably, and with what justice?

VII. 1. What do you know of the sources from which William Morris has drawn in his "Sigurd," or Tennyson in his "Idylls of the King"? 2. Compare Morris and Tennyson with each other, and with any other English Poets who have treated the same or similar subjects, in respect of their handling of ancient Legends and Mythology.

VIII. Shelley himself considered the "Adonais" to be "perhaps the least imperfect" of his Poems. Discuss this estimate.

IX. What is an "Idyll"? Illustrate your answer fully from any one of the "Idylls of the King." Compare Tennyson as a writer of Idylls with any other Poet who has employed this form, indicating his debt to his predecessors.

X. 1. Discuss the Metres of (a) "Adonais," (b) "Sigurd the Volsung," with some account of their history. 2. Scan the following lines, with full notes on any metrical peculiarities :— (a) Hard upon helm smote him, and the blade flew. (b) Leapt in a semicircle and lit on earth. (c) In regions mild of calm and serene air. (d) Bore a bright golden flower, but not in this soil. (e) Fall battle-axe, and flash brand, let the king reign. (f) Melody on branch, and melody in mid-air. (g) Bearing all down in its precipitancy. (h) Such noise as I can make to be heard farthest.

XI. Explain the following allusions :—1. In letters like to those the voxillary, Hath left crag-carven o'er the streaming Gelt. 2. Lucan by his death approved. 3. To Phoebus was not Hyacinth so dear, Nor to himself Narcissus, as to both Thou Adonais. 4. The Pilgrim of Eternity, whose fame, Over his living head like Heaven is bent. 5. He, as I guess, had gazed, on Nature's loveliness, Actaeon-like. 6. He died, Who was the sire of an immortal strain, Blind, old and lonely. 7. That sanguine flower inscribed with woe. 8. By hoary Nereus wrinkled look, And the Carpathian wizard's hook. 9. Where the great Vision of the Guarded Mount, Looks towards Namancos, and Bayona's hold.

XII. Write full notes on the following words and phrases, where necessary explaining their meaning :—1. Scrannel pipes. 2. Odin's door. 3. Some gay creatures of the element That live in the plighted clouds. 4. Red pulsing up through Alioth and Alcor. 5. I misyoked with such a want of man. 6. Ivy-tods. 7. The flame of the sea. 8. The Norns. 9. The Choosers of war. 10. Weregild. 11. Those budge doctors of the Stoic fur. 12. Costrel. 13. The little rift within the lute.

### TEXT-BOOKS IV.

ASCHAM, *The Scholemaster*; BACON, *History of Henry VII*; HOBBES, *The Leviathan, Parts I and II*; J. A. SYMONDS, *The Renaissance in Italy*; *The Revival of Learning*; THACKERAY, *Esmond*.

NOTE—*Candidates are not expected to answer all the questions. They should select such questions as they can answer fully and satisfactorily in the time allowed.*

I. 1. Briefly describe the condition of learning at the time that Ascham entered Cambridge. Dr. Johnson tells us that the *Scholemaster* contains " the best advice that was ever given for the study of languages." Give the sum and substance of this advice. 2. In what sense does Ascham use the following words :—*Fond, lewd, lust, painful, namely, sound* (verbs), *commodity, indifferent ?* Comment upon his spelling of the following words :—*doubt, delight, whole, able, abominable.*

II. 1. What does Ascham mean by Italianated Englishmen and how does he describe them ? What pastimes are mentioned as ' very necessary for a country gentleman ' ? 2. Give Ascham's opinions on (*a*) The relative value of *experience* and *learning*. (*b*) The *Morte d' Arthur*. (*c*) The value of *paraphrase*. (*d*) The use of rhyme in Poetry.

III. 1. Criticise the statement made by Sir James Macintosh that Bacon wrote his history of Henry VII to gratify James I. 2. What is Bacon's estimate of Henry VII as a king and as lawgiver, and what does he consider Henry's " pre-eminent virtue and merit " ? Explain his meaning when he says. that " no doubt, in him as in all men (and most of all in kings) his fortune wrought upon his nature, and his nature upon his fortune."

IV. 1. What were the ' privileges of sanctuary ' and how were they qualified in the reign of Henry VII ? What was the Court of the Star Chamber and what did Bacon think of it ? 2. Explain the following passages :—(*a*) As his victory gave him the knee, so his purpose of marriage with the Lady Elizabeth gave him the heart : so that both knee and heart did truly bow before him. (*b*) Great affairs are commonly too rough and stubborn to be wrought upon by the finer edges or points of wit. (*c*) Yet did he make that war, rather with an olive branch than laurel brand in his hand. (*d*) Pope Alexander................was desirous to trouble the waters in Italy that he might fish the better, casting the net not out of St. Peter's, but out of Borgia's bark.

V. 1. Explain the title of Hobbes' work, the *Leviathan*, and describe its nature, scope and purpose. 2. By what arguments does Hobbes endeavour to prove that the sovereign power in all commonwealths ought to be absolute ?

VI. 1. What according to Hobbes is the natural condition of mankind, and how does he try to show that in this condition

nothing can be said to be unjust? 2. Briefly summarise Hobbes' views on the liberty of the subject. In what cases according to him are subjects absolved from obedience to their sovereign?

VII. .1. Describe the nature and character of the Revival of learning in Italy? What does Mr. Symonds regard as 'the note of the true spirit of the Revival'? What were its faults and defects? 2. Describe the relations of the Church to scholarship and literature during the dark ages and the conditions under which professional teaching was conducted in the fourteenth century.

VIII. 1. What is Mr. Symonds' explanation of *humanism?* Who was its first and greatest apostle and what was the nature of the services be rendered? What resemblance does Mr. Symonds see between the humanists and the sophists of antiquity? 2. What has been the influence of the humanists on the educational systems of Europe? What reasons does Mr. Symonds give for each of the following statements he makes?—(a) "It is therefore not impossible that for many years to come the higher culture of the race will still be grounded upon humanism." (b) We have a right to hail the humanists as the schoolmasters of modern civilization.

IX. 1. *Esmond*, says Mr. Hannay, is the favourite Novel of Thackeray's choicest admirers. What is there in *Esmond* to merit the preference? 2. Sketch the character of Esmond and of Beatrix.

X. 1. One of the chapters in *Esmond* is headed "A great scheme and who baulked it." Give a brief account of what is referred to. 2. In what light do the following characters appear in the Novel?—William III, the Duke of Marlborough, Bolingbroke, Addison, Steele and Swift.

FRIDAY, 23RD JANUARY, 10 A.M. TO 1 P.M.

## TRANSLATION FROM SELECTED LANGUAGE.

I. Translate into English:—

1. (a) इमं मे वरुण श्रुधी हवमद्या च मृळय ।
त्वामवस्युरा चके ॥

(b) लं विश्वस्य मेधिर त्विश्च गमश्च राजसि ।
स यामिनि प्रति श्रुधि ॥

(c) उद्‌त्तमं मुमुग्धि नो वि पाशं मध्यमं चृत ।
अंवाधमानि जीवसे ॥

२. (a) अग्ने सुखतमे रथे देवाँ ईळित आ वह ।

असि होता मनुर्हितः ॥

(b) इन्नूगीत बर्हिरानुषग्घृपृष्ठं मनीषिणः ।

यत्रामृतस्य चक्षणम् ॥

II. 1. दृष्ट्वा व्योमनि बाल्मभ्रशकलं लेह्यं जगच्चक्षुषां

नीपानां कुसुमावतंसजननं नृत्यप्रदं बर्हिणाम् ।

यात्रावेशहरं जिगीषुमनसामस्य स्फुटत्कञ्चुकः

कान्ताभिस्सुहृदां द्विषां च युगपत् प्रातः प्रमोदोत्सवः ॥

२. सङ्कोचन्नतमादिशन् जलधरां देवश्चिन्वेदीतनुः

सोऽयं · विद्रुमकन्दसुन्दरवपुर्यील्यस्तमरतातपः ।

माञ्छित्सत्सरच्छ्रङकसुहृदां यद्दीधितीनां पुरः

प्रेङ्ख़द्भ्राति सनालनीलनलिनीप्रस्ताररम्यं तमः ॥

३. वेल्लद्विचुल्वतालीच्छुरितपरिकरैरम्बुदैर्वान्तवार्भि-

र्दिव्यानां व्योमयानैर्मेयचकितवधूवक्रमुक्तार्तनादैः ।

लङ्केन्द्रेणाग्रहस्तभ्रमितरथपथं प्रस्थितैस्तारकाणा-

मुत्तालैश्चवालैरिव च विरचिता वक्रनीराजनश्रीः ॥

III. 1. किं रुद्धः सचिवैरथ प्रणयिनां गोष्ठीरसे नाहृतः ?

किं वा कामपि वल्लभामभिसृती धूर्तोऽद्य नायात्यसौ ? ।

इत्थं कोपकषायलोचनगलद्धाराम्बुधौताननं

निश्वस्य प्रिययया शठे मयि तयः किं किं न. सुम्भाक्षितम् ॥

२. क्रुद्धे तर्जनतत्परे खलु गते दष्टाधरे कौशिके
नाथैतान् क्व विहाय गच्छसि नयास्मानप्यनाथानिति ।
प्रत्यग्रागतबाष्पदीनवदनैरुक्तोऽस्मि यैस्तान्कथं
त्यक्त्वाम्बरिरम्युपैमि भवता लोकान् प्रदिष्टानहम् ॥

IV. 1. उल्लास्य कालकरवालमहाम्बुवाहं
देवेन येन जरठोर्जितगर्जितेन ।
निर्वापितस्सकल एव रणे रिपूणां
धाराजलैस्त्रिजगति ज्वलितः प्रतापः ॥

२. यदि च वाच्यवाचकव्यतिरेकेण व्यङ्ग्यव्यञ्जकभावो
नाभ्युपेयते, तदासाधुवादीनां नियतदोषत्वं कष्टवादीनामनिय-
तदोषत्वमिति विभागकरणमनुपपन्नं स्यात् ! न चानुपपन्नम्, सर्वे-
स्यैव विभक्ततया प्रतिभासात्, वाच्यवाचकभाकव्यतिरेकेण व्य-
ङ्ग्यव्यञ्जकताश्रयणे तु व्यङ्ग्यस्य बहुविधत्वात् क्वचिदेव क्वय-
चिद्वैविच्येनोपपद्यत एव विभागव्यवस्था ॥

' द्वयं गतं संप्रति शोचनीयतां समागमप्रार्थनया कपालिनः '

इत्यादौ पिनाक्यादिपदवैलक्षण्येन किमिति कपालयादि-
पदानां काव्यानुगुणत्वम् ? । अपि च वाच्योऽर्थः सर्वान् प्रति-
पत्तॄन् प्रति एकरूप एवेति नियतोऽसौ, न हि ' गतोऽस्तमर्कः •
इत्यादौ वाच्योऽर्थः क्वचिदन्यथा भवति, प्रतीयमानस्तु तत्तत्प्रक-
रणक्वनृप्रतिपत्त्रादिविशेषसहायतया नानात्वं भजते �

३. आत्मारामा विहितरतयो निर्विकल्पे समाधौ
ज्ञानोद्रेकाद्विघटिततमोग्रन्थयः सत्त्वनिष्ठाः ।
यं वीक्षन्ते कमपि तमसां ज्योतिषां वा परस्तात्
तं मोहान्धः कथमयममुं वेत्ति देवं पुराणम् ॥

V. पाणिकर्मणा पाणिघण्टाप्रश्लेषो भवति तस्मिंश्च सति श-
ब्दसन्तानो नोपलभ्यते अतः श्रवणानुपपत्तिः । तत्र प्रतिघाति-
द्रव्यसंयोगः शब्दस्य निमित्तान्तरं संस्कारभूतं निषण्णद्रीत्यनुमीय-
ते । तस्य च निरोधाच्छब्दसन्तानो नोपद्यते अनुत्पत्तौ श्रुतिवि-
च्छेदः । यथा प्रतिघातिद्रव्यसंयोगादिषोः क्रियाहेतौ संस्कारे
निषद्रे गमनाभाव इति कम्पसन्तानस्य स्पर्शनेन्द्रियग्राह्यस्य
चोपरमः कांस्यपात्रादिषु पाणिसंश्लेषो लिङ्गं संस्कारसन्तानस्येति,
तस्मान्निमित्तान्तरस्य संस्कारभूतस्य नानुपलब्धिरिति ॥

VI. यथा प्रदीप एकोऽनेकप्रदीपभावमापद्यते विकारशक्तियो-
गात् । एवमेकोऽपि सन्निद्धानैश्वर्ययोगादनेकभावमापद्य सर्वाणि
शरीराण्याविशति । कुतः । तथा हि दर्शयति शास्त्रमेकस्याने-
कभावम् " स एकधा भवति त्रिधा भवति पञ्चधा सप्तधा नवधा "
इत्यादि । नैतद्वास्यन्तलोपमाभ्युपगमेऽवकल्पते नापि जीवान्तरावे-
शे । न च निरात्मकानां शरीराणां प्रवृत्तिस्संभवति । यदात्म-
मनोर्भेदानुपपत्तेरनेकशरीरयोगासंभव इति । नैष दोषः, एकम-
नोनुवर्तीनि समनस्कान्येतापराणि शरीराणि सत्यसंकल्पवान् स-
क्ष्यति । सृष्टेषु च तेषूपाधिभेदादात्मनोऽपि भेदेऽनधिष्ठातृत्वं यो-
क्ष्यते । एषैव च योगशास्त्रेषु योगिनामनेकशरीरयोगप्रक्रिया ॥

VII. 1. आच्छादितायतदिगम्बरमुच्चकैर्गि-
माक्रम्य संस्थितमुदग्रविशालशृङ्गम् ।
मूर्ध्नि स्फुरत्त्रिनदीधितिकोटिमेन-
मुद्वीक्ष्य को भुवि न विस्मयते गिरीशम् ॥

2. मैत्र्यादिचित्तपरिकर्मविदो विधाय
क्लेशप्रहाणमिह लब्धसबीजयोगाः ।
ख्यातिं च सत्त्वपुरुषान्यतयाधिगम्य
वांछन्ति तामपि समाधिभृतो निरोद्धुम् ॥

3. एतस्मिन्नधिकतरश्रियं वह्न्य-
स्संक्षोभं पवनभुवा जवेन नीताः ।
वाल्मीकेररहितरामलक्ष्मणानां
साधर्म्यं दधति गिरां महासरस्यः ॥

4. कामः कौसुमचापदुर्जयममुं जेतुं नृपं त्वां धनु-
र्वल्लीमन्वणर्तशजामधिगुणामासाद्य माद्यत्यसौ ।
श्रीवालंकृतिपट्टसूत्रलतया पृष्ठे कियल्लम्बया
भ्राजिष्णुं कषरेखयेव निवसत्सिन्दूरसौन्दर्यया ॥

5. लब्धुक्कावलिमौक्तिकानि गुलिकास्तं राजहंसं विभो-
र्वेध्यं विद्धि मनोभुवः क्षमपि तां मञ्जुं धनुर्मञ्जरीम् ।
यन्नित्याङ्गनिवासलालिततमज्याभ्रुज्यमानं लस-
न्नाभीमध्यबिला विलासमखिलं रोमालिरालम्बते ॥

## TRANSLATION FROM SELECTED LANGUAGE.

Translate into Sanskrit :—

I. Western Orientalists have done wonderful service to Sanskrit. For their life-long and almost single-minded devotion to Sanskrit, for the works they have brought to light, and for the light they have shed on obscure periods of ancient India, they deserve all praise. Much has been done by the combined and well-directed efforts of learned societies in Europe and Asia. Periodicals solely devoted to the discussion of oriental subjects are published. Oriental congresses patronized by the sovereigns of Europe are held and the results of patient researches brought together. In India, an enlightened Government has instituted a separate department for the deciphering of inscriptions and coins and has made arrangements for the redemption of rare manuscripts from the ravages of white ants. Surely it is time that we, too, should bestir ourselves and contribute our humble mite for the cause of our sacred literature. Let us disabuse ourselves of the idea that we cannot do much. Sanskrit was once the language of our country. In our everyday talk we use about as many Sanskrit words as vernacular. We have greater facilities than Europeans for a study of Sanskrit. We are better fitted for the task by reason of our inherited aptitude for the language. If Europeans who have never seen the birthplace of Sanskrit, who have never heard the tongue spoken, can do so much with their second-hand and often imperfect knowledge of the language, it stands to reason that we could turn out some solid work if only we would apply ourselves earnestly to it. Let us also bear in mind that our Pandits are so many living encyclopædias, and that they have at their disposal a mass of valuable but undigested materials which need but be touched with the magic wand of scientific criticism to transmute them into their weight in gold.

II. Wise men see no good in any of the activities of life. Even good and virtuous deeds, religious austerities, actions from which accrues religious merit, all these performed for securing enjoyment in this world or Svarga lead but to sorrow and misery ultimately. Every act done with the aim of attaining some object or reaping some reward, if performed in accordance with the injunctions prescribed in the Scriptures, no doubt results in the accomplishment of the particular end. A man accordingly goes through the prescribed rite and secures a place in Svarga. But after the period of blissful existence in that world allotted to him in reward of the sacrifice expires, he has once more to come on earth and toil again. Or say that· in virtue of certain good deeds done in former life a man now finds his lot fallen in pleasant lines :—health, wealth, agreeable surroundings, all things that go to make life on earth a blessing and a joy. Is it even then a wise bargain ? Even in the very enjoyment they leave a bitter taste. All mundane happiness is imperfect and inextricably blended with misery. ·

III. That body and soul are antagonistic can hardly be doubted. The Greek Philosophers were well aware that the body may become too much for the soul, obscuring the rational and quickening the animal desires. Even when the passions of the flesh do not degenerate into actual excess, they are apt to dissipate and weaken the powers of the mind. Hence we find from very early times and in almost all parts of the world a tendency on the part of profound thinkers to subdue the flesh in order to free the spirit. Nor can we doubt the concurrent testimony of so many authorities that by abstinence from food, drink, and other sensual enjoyments, the energies of the spirit are strengthened. This is particularly the case with that spiritual energy which is occupied with religion.

IV. 1. Peace, Peace ! he is not dead, he doth not sleep !
　　　He hath awakened from the dream of life.
　　　'Tis we who, lost in stormy visions, keep
　　　With phantoms an unprofitable strife,
　　　And in mad trance strike with our spirit's knife
　　　Invulnerable nothings. *We* decay
　　　Like corpses in a charnel ; fear and grief
　　　Convulse us and consume us day by day,
　　　And cold hopes swarm like worms within our living clay.

　　2. He has outsoared the shadow of our night.
　　　Envy and calumny and hate and pain,
　　　And that unrest which men miscall delight,
　　　Can touch him not and torture not again.
　　　From the contagion of the world's slow stain
　　　He is secure ; and now can never mourn
　　　A heart grown cold, a head grown grey in vain—
　　　Nor, when the spirit's self has ceased to burn,
　　　With sparkless ashes load an unlamented urn.

　　　　　　　　　*(Shelley—On the death of Adonais.)*

FRIDAY, 23RD JANUARY, 10 A.M. TO 1 P.M.

TRANSLATION FROM SELECTED LANGUAGE.

Translate into English :—

I. 1. தேறற்க யாரையுஞ் தேராது தேர்ந்தபிற்
　　　தேறுக தேறும் பொருள்.
　　　துறப்பார்மற் றுப்புர வில்லா ருறற்பால்
　　　ஊட்டா சழியு மெனின்.
　　　ஈட்ட மிவறி யிசைவேண்டா வாடவர்
　　　தோற்ற நிலக்குப் பொறை.

C—31

2. வாழ்ந்தார்கள் வாழ்ந்தது மாமழை மொக்குளின் மாய்
[ந்துமாய்ச்
தாழ்ந்தாரென்றலா லன்றுமுதலின்றி றழியாய்
வாழ்ந்தார்கள் வாழ்ந்தே நிற்பரென்பதில்லே நிற்குறில்
ஆழ்ந்தார் கடற்பள்ளி யண்ணலடிய வராமிஷே.

3. உற்றதை யுணருமுட ஓயிர்வாழ்வுழி
மற்றைய வுடம்பே மன்னுயிர் நீங்கிடிற்
றடிக்தெரியூட்டினுந் தானுணராதெனி
னுடம்பிடைப்போனதொன் றுண்டெனவுண ிநீ
போனூர் தமக்கோர் புக்கிலுண்டென்ப
தியானே வல்லேன் யாவரு முணர்குவ
ருடம்பீண்டொழிய வுயிர்பலகாவதங்
கடந்துசேட்சேறல் கனவினுங்காண்குவை
யாங்கனம் போகி யவ்வுயிர் செய்விஷே
பூண்ட யாக்கையிற் புகுவது தெளிநீ.

4. அறிவு மறிவானு மறியா மீஸபு
முறியிற் றடையே தவர்க்குப்-பிரிவாரோ
வாகாயஞ் சூறைகொளி லஞ்சி யடெக்கீஷக்குட்
போகாது போலாம் பொருள்.

5. தேனிரைத்துயர் மொய்வரைச் சென்னியின்
மேனிரைத்து விசம்புற வெள்ளி வெண்
கோனிரைத்தன போற்கொழுந் தாரைதகள்
வானிரைத்து மணந்து சொரிந்தவே.

II. 1. வித்திண்றிவிஷெவதொன்நில்லேவேந்தநின்
பித்திண்றியுணர்திியேலளவைப்பெய்தனன்
உய்த்தொன்று மொழிவின்றி யுணர்தற்பாற்றெளுத்
கைத்தொன்றுநெல்லியின்கனியிற்காண்டியால்.

2. விளிவார்விளிவுதுதீவிஷைவிழைவாருழையண்ஷெரு
களியாலிவனயர்இன்றனவுளவோகனலுமிழும்
ஒளிவாய்மழுவுடையாய்பொரவுரியாரிடையல்லால்
எளியாரிடைவலியார்வலியென்ஷுகுவதென்றுன்.

3. பிறந்திறந்துபோய்ப்பெறுவதுமிழப்பதும்புகழேமேல்
கிறந்திறம்பினுநியாயமேதிறம்பினுநெறியின்
திறந்திறம்பினுஞ்செய்தவந்திறம்பினுஞ்செயிர்தீர்
மறந்திறம்பினும்வரன்முறைதிறம்புதல்வழக்கோ.

III. அரசனுவான் மேற்கூறிப்போந்த இலக்கணமுடைய அவையினுப்பண் சபாங்கங்களோடு மேயிருந்து சினமும் உலோபமும் பகையும் அழுக்காறும் நீங்கினவனுப் அறநூலையும் அறநூற்குட்பட்டததும் இராஜநீதியை யுணர்த்துவதுமான பொருணுூலையுந் தழுவி விவகார விசாரணை செய்க. அறநூலாவன ஒழுக்கம் வழக்கு தண்டம் என்று மூன்றினையும் உணர்த்து இன்ற வேதம் வேதாங்கம் மிருதி நியாயநூல் முதலியனவாம். பொருணுூலாவன பொருத்தல் போர் போர்க்குச் செல்லுதல் இருக்கை பிரித்தல் நட்பு என்னும் அறுவகைக் குணங்களையும், பிரபுசத்தி மந்திரசத்தி உச்சாகசத்தி என்னும் மூவகைச் சத்தி களையும், இவற்றினைப் பிரயோகித்தலையும், சாம பேத தான தண்ட மென்னும் நால்வகை உபாயங்களில் ஒவ்வொன்றை யேனும் அவைகளி லெல்லாவற்றையேனும், காரியப்பெ ருமை நோக்கிப் பிரயோகித்தலையும், அதிகாரிகளே நியமித் தலையும் இன்னூர் பகைவரென்பதையும் உணர்த்துகின்ற நூலாம். அறநூல் பொருணுூலிரண்டும் ஒன்றோடொன்று மாறுபடாத வழி அவ்விரண்டுந் தழுவத்தக்கனவாம். மாறு பட்ட விடத்து அறநூலே தழுவத்தக்கது. ஒரு விவகாரத்தில் ஒருவனுக்கு வெற்றியை நிச்சயிக்கும்போது, பொருணுூலிலே ஒருசூலியாகக் கூறிய நட்புப்பயனை எண்ணி வெற்றி நிச்சயஞ் செய்வது அறநூலொடு முரண்படும். அறநூலிற்கூறி யாங்கு வெற்றியை நிச்சயஞ்செய்தால் நட்புப் பயன் கெடவதாகும். இங்ஙனம் நேர்ந்தழி பொருணுூற்பயனை எண்ணல் அறநூலே ஒட்டியே நிச்சயஞ்செய்க, பொருணுூலினும் அறநூல் வலியு டைத்தாகலின். அறநூலுள்ளும் ஒரு பொருட்டிரத்தில் இர ்ண்டு வசனம் ஒன்றோடொன்று மாறுபடெமளவில் யுத்திக்கு ஒத் திருக்கும் வசனமே வலியுடையது. யுத்தியாவது காரணத்தை யும் பிரயோசனத்தையும் ஆலோசிப்பதாகிய பெரியோர் வழக்க மாம். பலபொருஃக் குறித்த அபியோகத்தில் சாதனங்களி னுல் சோதிக்கப்பட்ட பொருளெவ்வளவோ அவ்வளவே இடை க்குமென்றுரைத்த காத்தியாயன வசனத்துக்கும் அவ்வபி யோகத்திற்றுனே சாதனங்களினுல் எகதேசஞ் சாதிக்கப்பட் டாலும் அபியோகப் பொருளெல்லாவற்றையும் கொடுப்பிக்க வேண்டுமென்ற யாஞுவற்கிய வசனத்துக்கும் மாறுட்டம் நேர்ந்திருத்தலான் அன்னேரன்னில் யுத்தியினுலே யூஜித்துக் காரியத்தின் வலியையும் வலியின்மைையையும் அறிந்து சருமை விரோதமூருமல் நிச்சயஞ்செய்க.

TRANSLATION FROM SELECTED LANGUAGE.

I. Translate into your second language:—1. Akbar must have
been no ordinary man who, thus virtually making himself master
of Hindustan—for he can scarcely be said to have inherited it—so
fashioned his own conduct, so impressed his ideas upon those about
him, that he brought it to the pitch of excellence we have described,
so greatly, so far greatly, in advance of his European contemporaries.
In reading the account of the results of his administration, and in
perusing those Institutes inspired by his spirit and genius, it is
impossible for us not to give our full and free consent to the opinion
already referred to, nor to say, 'not India only, but every country
in the world, should be ruled on the principles of Akbar.' And yet
we are forced to admit that the vast fabric which be raised, beauti-
ful in so many points, possessing in itself such varied perfections,
wonderful if we regard it, as we ought, as the work of a despotic
sovereign three hundred years ago, contained nevertheless within
itself the certain germ of failure. We allude not to the vast extent
of empire. Adding immensely as this did, especially in that rude
age, to the difficulty of the ruler, it was not the fatal worm which
gnawed at the very root of the mighty fabric. If we admit that
the principles of Akbar were based on the soundest ideas of humanity
and justice; that he did, indeed, insure the happiness of his
subjects; that he encouraged institutions which, if persisted in,
would have roused their better instincts, we must still admit that
there was one thing wanting, and that the want was fatal as well to
the excellence as to the success of the system. The fault was this—
that he himself was the keystone of the arch which he had raised.
Take away the keystone, and all the materials, rich and valuable as
they were, lost at once their coherent power. The weak point of
the system, in fact, was this—that everything centred in Akbar;
that though so long as he survived to control and carry it out it
succeeded admirably, it was liable to succumb and fall with his
demise. In a word, it was not in the power of this Akbar to decree
that he should be succeeded by a second Akbar—by a man equal to
himself in liberality, in love of justice, in the power of influencing
his fellow-men. Granting that his principles were the principles
which the governing power in Hindustan ought always to follow,
yet his system provided no security that they would be carried out
by his successors. His subjects, in fact, possessed no guarantee, no
certainty of belief, that on his death oppression would not take the
place of justice or that liberality and order would not be displaced
by bigotry and misrule. It was, as we have said, a system that
centred in and was bound up in the life of Akbar.

2. ...........There beneath
A plain blue stone, a gentle dalesman lies,
From whom in early childhood was withdrawn
The precious gift of hearing. He grew up
From year to year in loneliness of soul;

And this deep mountain valley was to him
Soundless, with all its streams.   The bird of dawn
Did never rouse this cottager from sleep
With startling summons; not for his delight.
The vernal cuckoo shouted ; not for him
Murmured the labouring bee.   When stormy winds
Were working the broad bosom of the lake
Into a thousand thousand sparkling waves,
Rocking the trees, or driving cloud on cloud
Along the sharp edge of yon lofty crags,
The agitated scene before his eye
Was silent as a picture: evermore
Were all things silent, wheresoe'er he moved.
Yet, by the solace of his own pure thoughts
Upheld, he duteously pursued the round
Of rural labours..............

FRIDAY, 23RD JANUARY, 2 TO 5 P.M.
## TRANSLATION FROM SELECTED LANGUAGE.

I. Translate into your selected language:—
    1. There needs no other proof that happiness is the most
wholesome moral atmosphere, and that in which the immortality
of man is destined ultimately to thrive, than the elevation of soul,
the religious aspiration, which attends the first assurance, the first
sober certainty of true love.   There is much of this religious aspir-
ation amidst all warmth of virtuous affections.   There is a vivid
love of God in the child that lays its cheek against the cheek of its
mother, and clasps its arms about her neck.   God is thanked—
perhaps unconsciously—for the brightness of his earth, on summer
evenings, when a brother and sister, who have long been parted,
pour out their heart-stores to each other, and feel their course of
thought brightening as it runs.   When the aged parent hears of the
honours his children have won, or looks round upon their innocent
faces as the glory of his decline, his mind reverts to Him who in
them prescribed the purpose of his life, and bestowed its grace.   But
religious as is the mood of every good affection, none is so devo-
tional as that of love, especially so called.   The soul is then the very
temple of adoration, of faith, of holy purity, of heroism, of charity.
At such a moment the human creature shoots up into the angel ;
there is nothing on earth too defiled for its charity—nothing in hell
too appalling for its heroism—nothing in heaven too glorious for its
sympathy.   Strengthened, sustained, vivified by that most mysteri-
ous power, union with another spirit, it feels itself set well forth on
the way of victory over evil, sent out conquering and to conquer.
There is no other such crisis in human life.   The philosopher may
experience uncontrollable agitation in verifying his principle of
balancing systems of worlds, feeling, perhaps, as if he actually saw

the creative hand in the act of sending the planets forth on their everlasting way; but this philosopher, solitary seraph as he may be regarded amidst a myriad of men, knows at such a moment no emotions so divine as those of the spirit becoming conscious that it is beloved—be it the peasant girl in the meadow, or the daughter of the sage reposing in her father's confidence, or the artisan besides his loom, or the man of letters musing by his fireside. The warrior about to strike the decisive blow for the liberties of a nation, however impressed with the solemnity of the hour, is not in a state of such lofty resolution as those who, by joining hearts, are laying their joint hands on the whole wide realm of futurity for their own. The statesman who, in the moment of success, feels that an entire class of social sins and woes is annihilated by his hand, is not conscious of so holy and so intimate a thankfulness as they who are aware that their redemption is come in the presence of a new and sovereign affection. And these are many—they are in all corners of every land. The statesman is the leader of a nation, the warrior is the grace of an age, the philosopher is the birth of a thousand years; but the lover, where is he not? Wherever parents look round upon their children, there he has been; wherever children, are at play together, there he will soon be; wherever there are roofs under which men dwell, wherever there is an atmosphere vibrating with human voices, there is the lover and there is his lofty worship going on, unspeakable, but revealed in the brightness of the eye, the majesty of the presence, and the high temper of the discourse.

2.     Life is not as idle ore,
     But iron dug from central gloom,
     And heated hot with burning fears,
     And dipt in baths of hissing tears,
     And batter'd with the shocks of doom
     To shape and use.

3. Call it not chance the link that binds men's hearts
     But Heaven's sacred gift to sweeten life.
     It is the hand divine that guides man's life
     From the inception to the very end ;
     Nay more, sees even after that life's end,
     Its own appointed destiny is reached,
     To take fresh shape, its course to run anew,
     And reap what it had sown before, for take
     The tree, its fruit but falls to reach its base.
     The calf his mother easily doth find
     Amidst a thousand cows, to suck the milk ;
     And all our deeds do likewise follow us
     E'en after death, and they are not our own,
     But pre-ordained laws, that must perforce
     Be anywise fulfilled, and He alone
     It is that sees their strict fulfilment here.

### TRANSLATION FROM SELECTED LANGUAGE.

Translate into English :—

1. సరి చేసె రిపు దేల భాస్కరులు భాషనాథపుత్త్రాి వసుం
ధరయందొక్క్రడుమంత్రియయ్యెనిసుతొండ్రనామయామాత్యభా
స్క్రుఁడితో యా నయనక్ సహస్రకరకాఖ ల్లే వ పే యున్న వే
తిరసై దొనము సేయాచోరిపుల హేతిస్నేరియుచోర్వాయు.నోర్.

2. సింగం ఖాఁకటితో గుహాంతరమునం జేట్పాటుసమై నుండి మా
తంగ స్స్ఫురజితయొధదర్శనసముద్యత్రోక్రధమై పచ్చునో
జం గాంతారనివాసఖిన్న మతి నస్త త్నైనపై వీఁడె వ
చ్చెం గుంతీసుతమధ్యముందు సమరస్నేహాభిరామాకృతిర్.

3. స్ఫురదరుణాంశురాగరుచిం బొంపిరి వోయి నిరస్తనీరదా
పరణముసైల దళత్క్మలవైభవజ్యంభణ మల్లసిల్ల ను
ద్ధురతరహంససరసమధు ్రవతనిస్వనము ల్చెలంగఁగాఁ
గరము వెలింగ వాసరముఖంబులు కారదవేళc జూడఁగ

4. తృష్ణాతఁతునిబద్ధబుద్ధు లగురాఁదేయాదులం గూడి శ్రి
కృష్ణం సేవలమస్స్గఁగాఁ దలంచి మర్ధింపంగ సుత్సాహవ
ధిష్ణం దయ్యె సుయోధనం దకట ధారీఁనాథ యూహింపఁనూ
యున్మిషంబునc గట్ట పచ్చుసై మదవ్యాధోౖ గ్రశుండాలముర్.

5. ఎఅుంగరు గాక లోకమున నెవ్వరి కైనను మేలు సేయంగా
నొఅి పశునా్రశమంబున సమున్నత మైనగృహస్థధర్మముం
బఅిగడ వైచి గోఁచి గొని పాతినపొల్లకు ముక్తి కల్గనే
పతిగల నేతినం గొలుచు పాఁతటికిం గలదే తలంపఁగ

6. ఎందులకుం జనించితి మఁకీమి యొినర్చుచు నుఁటి వీజగం
బంధు సహింస యొిల్లెడల వ్యాప్త మొినప్పుము రాజ్యపాలనం
బందును నిట్టిసౌఖ్యములయందును మన్నక వ్యర్థ మైనవే
డ్కుం ధిగc ద్రావి వైశ ముపకారము లోకులకుం బొనస్పుమా.

7. మేడియ నీరముఖ భుజముమీద భరించుచుచు బోతు నెద్దుతో
గూడగగ గాడీ బూన్చి మునికోల కరంబున బట్టి పగ్గపు
ద్రాదును మోఁపు వాఱినయయ దాలిచి ముందట వెన్కఁ జింగుచువే
లాడఁగఁ గాసె కట్టుకొని యక్కటిలతృకఁ దేఁగఁ జేనికిఱ.

8. రామత్మావసదానతో యతటినీ వాతంబు కల్లోలినీ
స్వామిం జెంద యశంబు మేఘముల బర్వం గల్లు వర్షాకర
త్నానమానాధికరణ్యాలబ్ధి కచటం జక్రాయయధుం దొందు ని
ద్రామద్రానుగతప్రబోధముల జిత్రం జేక కాలంబునఱ.

9. తొంగలిపుప్పుఁదేనియల దూఁకొని మత్తిలి తుమ్మెదల్ పయిఱ
ఝొంగుచు ద్రాల నొప్పెసఁగఁ బూచినపొన్నఁ గడంగికాంచిమఱ
ద్రింగినయావిసంబు వెస మీఁదికిఁ బిచ్చలు వేడికంటి యా
ఝంగ మటంచు ద్రొక్కఁ నొకచాన నెలంతలు చూచి నవ్వఁగఱ.

10. చినుకు పూసల నొనర్చినఛత్రఫుదండ
        దండాలు గల వేల్పు తపసికొండ
    కొండాటమ.లను జిక్కులు పన్నుజహదావి
        దారిగట్టులఁరాయు చీఁటలఁగఁగ
    అలుగుడింతికి వెన్నుఁ డిలకుఁ దెచ్చినచెట్టు
        చెట్టు గట్టుగఁ జేయు చెలువతోఁడు
    తోఁడుచేదెల నేలుఁనొఁరకను దోఁబుట్టు
        పుట్ట లిబ్బల ఆనిహొందుగాఁదు
    గాదు పూనిని గాంచిన కన్న తల్లి
    తల్లిబిడ్డలఁ బెండ్లాడు గొల్లమనికి
    మనికితము దీస్పు విలుకానిఁ జైకవిందు
    విందు నీకీత్తి నరసింహవిభునికృష్ణ.

11. కుంపవిలాసము తొవి ముకుందవిలాసము సదా ముకుంపవిలాసం
    బిందువిలాసమును సుధాబిందువిలాసము హాసించుచేశలఘణిఱ.

12. సర్వద్రష్ట యైనయాశ్వరుని కటాత్మవిశేపంబున సృజియింపఁ
బడి. చేతుంఛవై సృజ్యంబు ఛైన ప్రపంచంబు సృజించుఛంచుదు,

నిగ్గణంబైన యీశ్వరునివలన రజస్సత్త్వతమోగుణంబులు ప్రభూ
తంబులై యుత్పత్తి స్థితిలయంబులకుం బొలుపడి కార్యకారణకర్త్రత్వ
భావంబులందు ద్రవ్యంబు లైనమహాభూతంబులును జ్ఞానమూర్తు లయిన
దేవతలు క్రియారూపంబు లయిన యింద్రియంబులు నాశ్రమంబులుగా
నిత్యముక్తుండయ్యును మాయాసమన్వితం దైనజీవుని బంధించి జీవు
లకు నావరణంబు లయినయుపాధిభూతంబు లయినమూడులింగంబులు
చేసి పరులకు లక్షీతంబు గాక తనకు లక్షీతం దైనతత్త్వంబు గల
యీశ్వరుం డివ్విధంబునం గ్రీడించు చుండు.

13. సాంఖ్యయోగయుక్తులును బహిర్దర్శనులును నిశ్చయరహితులు
నయిరేనియ్య నస్నదీయతత్త్వంబు గాన నేరరు. అవిహితవిమోహపంక
మగ్ను లగువారికి నుపవాసంబుల నియమంబుల వ్రతంబులను నెఱింగ
శక్యంబు గాదు. ఏకాంతికధ్యానపరులకు నెఱింగుట గలుగు. రజస్త
మోదూషితంబు గాక కేవలసత్త్వాభివృద్ధితం బైన జ్ఞానంబున నన్నపలంచు
నది. సూత్మకరణ వాసుదేవాదినామంబులం జతుర్విధంబుల విభ
క్తుండనై ప్రాణులయందు ఆత్మబుద్ధ్యహంకారమనోరూపవ్యాపకత్వం
బు నొందియుందు. ఇట్టిది మదీయశూలప్రకారంబు మత్స్వరూ
యుండడవై మత్స్వరూపవేది వగుము.

### TRANSLATION FROM SELECTED LANGUAGE.

Translate into English :—

1. சாணிநிமுறைதேறத்தனைடயனுயிணைசசகூறிட்ட
கோணிநிமுறைஅன்மாதேரூஈகுன்றிநிமுறைஅனிநிநின்ற
தூணிநிமுறைஅன்றன்சொன்னசொல்லிநிமுறை ணி த்
[தன்மை
காணுதிவிரையிணென்றானன்றெனகூசனசன் சொன்

2. பருதின்மாதவன்பின்றென்றுமடணிச்திலநிருந்தான்
முருதகமெண்ணுராயந்திரக்கிழவர்தம்முகத்தால்
எழுதிநீட்டியயிஷுஹிதயிறைமகநகேநத்
த்காமுததையிணன்சுடந்திரன்முன்னிநிஷ்றசொல்லும்.

உறத்தகும்மரசிராமற்கென்றுவக்கின்றமனஞ்சைத்
தறந்திநீயெனுஞ்சொற்சுடெம்நின்குலத்தொல்லோர்
மறந்தல்செய்கிலாத்தருமத்தைமறப்பதும்வழக்கன் ·
றறத்திணைடங்கினிக்கெர்டிடெனலாவஜொன்றியாதே.

புரைசைமாக்கரிநிருபர்க்கும்புறத்துறைவோர்ச்கும்
உரைசெய்டங்கிரக்கிழவர்க்குமணிவர்க்குமுள்ளம்
முரைசை மார்ப்பின்மூதன்மணிப்புதல்வீன் முறையால்
அரைசனுங்கிப்பின்னட்புறத்தெத்ததுபுரிவாய்:

3. தாழ்ந்தோ ருயர்வரென்று மிகவுயர்ந்தோர் தாழ்வரென்
   [றுமறஞ்
   சூழ்ந்தோருரைக்குமுறைகண்டாம தில்சூழ்கிடந்த
   [தொல்லசழி
   தாழ்ந்தோரனந்தன்மணிமுடி மேனின்றன்றயர்ந்தடெ
   [வரையைச்
   சூழ்ந்தோர்வரையினுதிப்பவன் ரூட்கீழ்நின்றதுபோய்
   [ச்சூமெடியிலே.

4. உலகுதன்னீடீப்டைத்திடியுள்ளொடெக்கிவைத்திமீண்
   டெலகுதன்னுளேபிறச்திடியோரிடத்தையல்லீலயா
   லுலகுகின்டெறெடொன்றிநிற்சவேறநிற்றியாததலா
   லுலகுகின்னீனடியுள்ளசூழல்யாவருள்ளவல்லரே.

5. சுழன்றுமேர்ப்பின்னதுலகமதனை
   யுழந்துமுழுவேததில.

6. இன்னுசெய்தாரையொறுத்தலவர்நாண
   நன்னயஞ்செய்துவிடல்.

7. அற்றேமென்நல்லற்படெபவோபெற்றெமென்
   றேம்புதறேற்றருதவர்.

8. இந்நூல் எறக்குறைய இப்பொழுது எஞ்சி நிற்கும்
இலக்கியங்கள் எல்லாவற்றினும் மூத்பட்டதாகக் காண்கின்றது.
எவ்வனமாயினும், இதற்கு முன்னே இன்னேரன்ன நூல் தமி
ழில் இருந்ததாகக் கண்டதுமில்லே, கேட்டதுமில்லே. வடமொ
ழியியல் உள்ள மிருதிகளும் சமயச்சார்புடனே நியாயப் பிரமா
ணங்கள்ளே அவ்வக்காலத்துக் கேற்றபடி கூறிய நூல்களாயின.
நாம் கண்ட கேட்ட பிறிதெயங்களில் இவ்வகையான நூல் யா
தொன்றும் இருப்பதாக இதகறுங் கேட்டிலோம். ஆகவே
இஃது இணையில்லாத நூலாயிற்று, - நூற்பாகுபாடெகளும்-நூற்
போக்கும்-துதலிய பொருளும்-ந.மதாசிரியர் தமது கல்விகேள்வி

களினுற்றலால் தாமே தமது புந்தியில் புதுவதாகக் கூர்ந்தெய்த்
தறிந் துறைத்தனவாதலின், இவ்வாசிரியரும் இணையில்லாதவ
ராயினர்.

"ஆரியமுஞ் செந்தமிழு மாராய்ந் திதனினிது
செரிய தென்றென்றைச் செப்பரிதால்—ஆரியம்
வேத மூடைத்துத் தமிழ்திரு வள்ளுவனர்
ஒது குறட்பா வுடைத்து."

என்றுரைத்தார் இருமொழியிலும் வல்லராக எண்ணப்பட்ட
கடைச் சங்கத்தினர். "என்னி ஐயர்வுறும் இனித் தமிழ்
மொழியென, மூன்னுறு பெருவடமொழியமூழ் காற ற" என்
றனர் பிற்பட்டவர்கள்.

வள்ளுவனர் ஒவ்வோரதிகாரத்தையும் பப்பத்துக் குறளா
கக் கூறுவதென்று வரையறுத்துக்கொண்டதில் இரண்டு வித
மான இடர்ப்பாடெண்டெ. அதிகாரப்பட்ட பொருள் டத்துக் குற
ட்குக் துறைவதாயின் கூறியதகுகூறுதல்-மற்றென்று விரித்தல்,
மிகைபடக்கூறல் முதலான குற்றக்களுக்கு இடமுண்டாகும்.
அதிகாரப்பட்ட பொருள் பத்துக்குறளின் மிகுவதாயின், குன்
றக்கூறல் முதலான குற்றங்களுக் கிடமுண்டாகும்: அன்றி
யும் விதிமுகத்தானும் மறைமுகத்தானும் பல அதிகாரங் கூற
வேண்வெதுமாகும். கடவுள் வாழ்த்து அதிகாரப்பட்ட விடத்
தில் நீவொழ்வார் இன்னுர் என்பது இரண்டு குறளால் உணர்த்
திஞர். அவ்விரண்டு குறளையும் ஒன்றுக இணைத்திருக்கலாம்.
"அறவாழி யந்தணன்றுள் சேர்ந்தார்க சல்லாது, பிறவாழி நீந்த
லரிது" என்ற குறளாயும் "பிறவிப் பெருங்கட னீந்துவர் நீந்
தார், இறைவனடி சேராதார்" என்ற குறளாயும் ஒரு முடிபாக
முடிப்பது நன்றுகும். இல்வாழ்க்கை அதிகாரப்பட்ட இடத்
தில், துறவறத்தினும் இல்லறம் எற்றுடையது என்பதற்கு,
"அறத்தாற்றினில் வாழ்க்கை யாற்றிற் புறத்தாற்றிப், போதெய்ப்
பெறுவதெவன்" என்றும், "இயல்பினு நில்வாழ்க்கை வாழ்பவ
னென்பான், முயல்வாரு ளெல்லாந்தலை" என்றும், "ஆற்றிணெ
முழ்கி யறனிழுக்கா வில்வாழ்க்கை, நோற்பாரி னெண்மையுடை
த்து" என்றும் மூன்று குறள் கூறினர். கட்டு அதிகாரப்பட்ட
விடத்தில் கூறவேண்வெனவெல்லாம் ஒரதிகாரத்தில் அடங்கா
மையால், அதினப் பலவதிகாரங்களாச வருத்துக்கொண்டார்.
மெதாசிரியர் இந்நூலெ வினைப்பாக்களாற் கூருது குறட்பாக்
களாற்கூறிய எடுத்துக்கொண்டதனூல், சுருங்கச்சொல்லல்-
விளங்கவைத்தல்-நவின்றோர்க்கினிமை - நன்மொழிபுணர்த்தல்

முதலான அழகுகள் இந்நூலில் இனிதாக அமைவனவாயின. ஆயினும் குறட்பாவாற் கூறுவதால் குறைவொன்று குறுக்கிடு கின்றது. அதுதான் யாதோவெனின் :— அதிகாரப்பட்ட விஷயங்களே இன்னதிதுவென ஒரு முடிபால் விளக்குவது விளங்கவைத்தலாக இருக்கும். அங்ஙனம் முடிபொன்றுல் முடி த்தக்கூடற முடியாதவாறு, அதிகாரப்பட்ட பொருள் விரிவதா யின், அதனை ஒரு குறட்பாவில் விளங்கவைப்பது இயலாது. அமைச்சு-தூது-அரண்-கட்பு என்றாற்போல்வனவற்றை விளக் குகின்றமுதி, இக்குறை எல்லார்க்கும் இனிது விளங்கும். ஒவ்வோராதிகாரத்தையும் பப்பத்துக் குறட்பாவாகக் கூறுவத ற்கும் இந்நூலைக் குறளாற் கூறிய எடுத்துக் கொண்டதனு ழும் எழுகின்ற இடர்ப்பாடுகளன்றி, இந்நூலில் வழுஉச்சொற் புணர்த்தல், பயங்கவைத்தல், வெற்றெனத் தொடுத்தல், சென்று தேய்ந்திழிதல் நின்று பயனின்மை முதலான குற்றங்கள், பல குறை தேடித் திருவிப்பார்த்தவிடத்தும், காணப்படுவெவுல்ல.

FRIDAY, 23RD JANUARY, 2 TO 5 P.M.

### TRANSLATION FROM SELECTED LANGUAGE.

Translate into English:—

1. ಇವಿದೋಳ್ ನಿಂವಿದೋರ್ಡಂಗ್ಕ್ಕಡೆ ತೊಡೆದೆಬೂವನ್ನ ದಂತಾವಗಂಸೋ ।
   ಡಿದಕಣ್ಣ ಟ್ಟಿತೆಳ್ಗ ಫ್ರ್ರದಸಲಗೆಯಂ ತಕ್ಕ ಬಿಂಕೂಡೆಕೊಂಡಾ ।
   ಡಿದಬೂಯೋರಂದದಿಂ ಈವಿದತನಿಗೆನೆ ವಾಲಂತೆನೇರ್ಪಟ್ಟ ನಿನ್ನ ।
   ಗ್ ವದದೇಹಚ್ಬಾ ಯೆಯಿಂತಣ್ಣ ನೆತಣಯದೆಲೋಕತ್ತಯಂಜೆಂದ್ರಸಾಥಾ ॥

2. ಕಡುಕೆಯುದ್ದಟ್ಟುದನಿಕ್ಕಿಯುಂ ಸುಭಟನ್ನೈಸಂಶರಕಾಂತಾರವೆಂ ।
   ಕಡಿಮಂಶ್ರಾಂತವಿಹೀನನ್ನೈಸುವಿದಿತಂ ಜೀವಾದಿತತ್ತ್ವಂಗಳಂ ।
   ಸುಡಿಮಂವ್ಮೊನಸವೆಂತನ್ನೈ ವಿವಳನ್ಸ್ತ್ರೀದೋರ್ಲತಾಪಾಶದೋಳ್ ।
   ತೊಡೆರ್ವಂವಮುಕ್ತ ನೆದೇಂ ಶರಂಭಿರಿಯನ್ನೈಶ್ರೀವಮಜ್ಜೆ ನಾಧೀಶ್ವರಾ ॥

3. ಊನುಷವಬೂಯ್ಕ ಬೂದಿಸದೆವೊಳಯ್ದುದು ವರ್ದಿಸುತರ್ಪ ಕೈಗೆಕಂ ।
   ದಾದುದುಸನೋಚ್ಚಕಣ್ಕೆ ಪೊಗೆ ಪೊಯ್ದುದು ಮುನ್ನೆಸಗುಳ್ಳ ಭೂಷಣಂ ।
   ಫೋದುದುಲಜ್ಜೆ ಪಾಬಿತುತಾಋಅರ ಕೋೞಿದಬಂದಿಯಲ್ಲಿ ಕಾಲ್ ।
   ಕೋದುದುವಾದದಿಂಪಡೆದನೀಸಿರಿಯಂ ಗುರುವುಮೂರ್ತಿಶಂಕರ ॥

4. ಕೆಸಱಿತೊಳ್ಪುಟ್ಟಿದುದಂದಂತುಮಲ್ಲದೆ ರಜಸ್ಸಲ್ಲಿಢವೆಂತಂಜಡಾ ।
ವಸಭಞಚಿವಮಧುಪಪ್ರಸಂಗಿಬಿರದೆಂದಂ ಮತ್ತೆಸುತ್ತಬ್ಬವಂ ।
ಬಿಸುತಟ್ಟುತ್ತಮಮಿಂತುಟಿಂದು ಪಿರಿದಂಸಂತೋಷಧಿವಾಣಿಟಂ ।
ದುಸವಂತರ್ಕೆಸವ್ನಿಸಸೌರಭದವ್ಪೊಲ್ ಜಿಹ್ವಾಗ್ರದೊಳ್ ರುದ್ರಸಾ ॥

5. ಪವಮತ್ರಕ್ಷ್ಣಕರಿಣರಪುಷ್ಟಿ ಜನಿತಾನನ್ತದ್ಯೃಷ್ಟಿ ಶೈವಲ್ಯಜೋ ।
ಧಸಮಾವ್ಸೌಕ್ತಿಕಹಾರಯಪ್ಮಿ ಕವಿತಾವಲ್ಲೀಸುಧಾವೃಪ್ಮಿ ಸ ।
ವ್ರಸಕೀಣ್ತಾ‍ಪದನವ್ನಿಸೃಪ್ಮಿ ಬುಧಹರ್ಷಾ‍ಕೃಪ್ಮಿ ಸರ್ವಾಂಗಸುಂ।
ದರಿವಿಖ್ಯಾಸಟ್ಞನಾಟಕಂಸಲೆಗ ಮತ್ಖ್ಯಕಾವ್ಯ ಸ್ಥಲೀರಂಗದೊಳ್ ॥

6. ಎಳದೆಳರಂತಪೆವೂರ್ತನಸಕೊಂಬುಗಳೊಳ್ಸವಧಾತುನಿರ್ಧೂರಂ ।
ಗಳಪ್ಫೂನಲಂತೆಕ್ಕೈಲಶಿಖಿರಂಗಳೊಳು ಜ್ವಲಮಪ್ಪುಮಾಣಿಕಂ ।
ಗಳಾಂಚಿಪರ್ವಿದಂತೆಸುರಕೊಟ ಕನಕತ್ಖಳಂಗಳೊಲ್ ತಳ ।
ತ್ತಾಸಿದುದ್ವಿಷಮೆನ್ನಿ ಹಿತವಂಡಲ ಚಂಡಕರಂಶುಜಾಲಕಂ ॥

7. ಈ ಮಹಾನುಭಾವನೆಳಪೆವಿಡಿದೆವಂಗೊಳ್ ಳೆಯು ವೊಡನಾಡಿ
ಗಸು ಮೂಗದೋಱಂ ಶವದವೂವಿಗುಣ್ಕೈಕಾಶ್ರಯಸುಗಿದೋಱಡ ವಿವ
ನೊಶಲೆಳಿದಿ ಕಡುವೊಗರವಸೆಱ್ಗಳಿಂ ಗಳ್ನೆನೋಱಲಂ ನುಡಿಸಲು
ಮಸದಳವಾಗಿಪ್ಫರ್ದು. ತವ್ಮ ಸಂಬಂಧವಿಂದವೆ ಪೆಱಂ ಬಸವಟಿಸಿ
ಯುಅವಿವುಗೆಡಿಪ್ಫುದೆ ಕಾಜಪೂದ ದುರ್ಗುಣಂಗಳ ವಿವನತ್ತಣಂ ತಂತ
ವ್ಮ ಕಡುಪಂ ಕಳೆದು ಸದ್ಗುಣಂಗಳೆನಿಕಂ. ಆದೆಂತೆನೆ :—ಕಾಮ
ಮುಮಲ್ಪಂಗಳುಮಸ್ಥಿರಂಗಳುವೆನಿಸುವ್ಮೈಹಿಕಾಮಪ್ಮಿ‍ಕ ಫಲಭೋಗ
ವಿವುಂಖಮಾಗಿ ಭಗವದ್ಗುಣಾನುಭವ ವಿಷಯಂವೆನಿಸಿ ಭಕ್ತಿ ಯೆನಿಪ್ಫುದು;
ಕ್ರೋಧಮುಂ ಜ್ಞಾತಿಸಾವಂತಾದಿಗಳ ಸಂಚರಿದಂತರ್ಥ್ಯ ಕರಣಂ
ಗಳಿಳೊಳ್ಪಂಗುವ ಪೊಲ್ಲದ ನೆನಪಂ ಸಲ್ಲದನ:ದಿಣಡೆಗಳಂವಂ ವಿಷಯಂ
ಗೊಂಡು ವೈರಾಗ್ಯವೆನಿಪ್ಫುದು ; ಲೋಭಮುಂ ಧನಧಾನ್ಯಾದಿಗಳನಲ್ಗಗ
ಳೆವು ಸದೋಷವಪ್ಪ ಸಂಶ್ರಿತಜನವಿಷಯಪ್ಫಾಗಿ ವಾತ್ಸಲ್ಯವೆನಿಪ್ಫುದು ;
ಮೋಹಮುಂ ಪರಾಪರತತ್ತ್ವಂಗಳನಲೆಯಿಂ ಕೆಲಸಾದ್ರ್ಸ ಸ್ವಕೀಯಗುಣ
ಗಣ ಮಹಾತ್ಮಕ್ಯವಂ ಪತ್ತಿಪೂರ್ದಱಿಂ ಸೌಶೀಲ್ಯವೆನಿಪ್ಫುದು ; ಮುದ
ವುಂ ವಿದ್ಯಾಧನಾಭಿಜಾತ್ಯಾದಿಗಳಂದಲ್ಲದೆ ಭಗವದ್ಭಾಗವತಕೃಪಾಸಂ.

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ಪನ್ನವೂಗಿಪೂರ್ವದಿಂ ಭಗವನ್ನ ಹಿಪಾಸುಸಂಧಾನವೆನಿಪುದೆ; ಮಾತ್ಪ
ರ್ಯವುಂ ಭಗವದ್ವಿಷಯದತ್ತಣಿಂ ಪೆಅತೆನಿಪ ಮಂತ್ರಸಾಧನ ದೇವತಾ
ವಿಷಯವೂಗಿಪೂರ್ವದಅಿಂ ಸ್ವರೂಪಜ್ಞಾನಾಂತರ್ಗತವೂಗಿಪೂರ್ದು.

8. ಅತ್ತಲೀಲಾವತಿಯೆಂಬ   ಪುಟಭೇದನದೊಳಾಳ್ವ   ಬೃಹದ್ರಥ
ನೆಂಬ ಭೂಪತಿಯು, ನಿಶಿಯೊಳಾಗಸವನ್ನ ಮಸೆಯುತ್ತಿಹ ಮುಟ್ಟುವೆಯ
ಮಿಸುನಿಕರುಮಾಡಿದೊಳ್ವರಿಮಿತಾಪ್ತ   ಸಮೂಹದೊಡೆಗೊಡಿ, ನೃತ್ತಗೀತ
ಗಳನ್ನಾಲಿಸುತ್ತ  ಕುಳ್ಳಿರಲ್ಯೃತ್ಯೃಕಮತ್ಯುದಿಂದತಿ  ಮನೋಹರಮೂದ
ಮುಐಜ ವೀಣಾವೇಣುಂ ವೊದಲಾದ ವಿವಿಧ ಪೃಂಡವಾದ್ಯರಸ ಸಂಬದ್ಧ
ವೂಡಬಲೆಯರತ್ಕಂತ ಸವಿಯುದ ಗಾನವಾಸವಮುಯೆದೊಳ್ತ್ನ ಕಿವಿಗೊಪ
ಗಿಮುಂದೆ ತೆರಳದಹಾಗೆ ಮೂರ್ಗವನಿಂಬೋಧವಂ ಮೂಡಲೆಲೆಜೆಂಕಯೊಲು
ಗಾನಾವ್ಮುತಸ್ವ್ನಿವನಾಸಕ್ತನಾಗಿ, ಆದೃಶ್ಯಂಜನವಪಕೊಗಿಟ್ಟ್ಯ, ಕರುಪವ
ಡೆದಂತರಾಳವನ್ನ್ಯೆದಿ ನಿಂದು, ಒಂದು ಮುಹೂರ್ತವಾಗಾನಸುಧೆಯಂ
ಸವಿದು, ಪವಮಸಂತುವ್ಮ್ಯತೆಯಂಪಡೆದಂ, ತದ್ಮವಾಯ ಕರಗಿ ಶೋಧಿಸಿ
ಎನೆದ ರಜತಮಯ   ಭಿತ್ತಿಯಿಂ, ಶಾತಕುಂಭಸ್ತಂಭನಿಕುರುಂಬದಿಂ,
ಭವ್ಯವಜ್ರಮಣಿಖಚಿತಮೂದ ಮಿಸುನಿಬೋದಿಗೆಗಳಂ, ಪುಷ್ಯ ರಾಗದವಮ
ಣಿಮಯ ಕೆತ್ತಿರುವತೆಳೆಗಳಂ, ಪವಳಲತೆಯಿಂ ಗೈದಪಲಗಗಳಸಲ್ಗ
ಳಂ, ಮರಕತಮಣಿಪ್ರ ಚುರರಾಜಿತ ವಿಭಂಕಮಿಂ, ನೀಲನಿವಹಸ್ಗಿತ ಸೊ
ಪಾನಪಬ್ತಿಯಿಂ, ಸ್ಫಟಿಕವಮಣಿಗಣ ಬದ್ಧಮೂಗಿರುವ ನೆಲವಿಂದ, ಪದ್ಮರಾ
ಗವಸುತ್ತಕೆತ್ತಿರುವ ಕವೆಗಳಂ, ಮುಂತ್ತುಗಳಸರಗಳನ್ನ ಮೊಳವಿಸಿ
ಕಟ್ಟುಸುವ ತೋರಣಪ್ರಕರದಿಂದ ವಿಗೞಿತ ಘನಸಪಣಪ್ರವರದೀಪಗಳಿಂದ
ವಿವಿಧಸ್ಮ್ಯದುದಿವ್ಯ ಕಯ್ಯ್ಮಿ ಸನಸಹಸ್ರದಿಂದ ನವವತದಬಿಸುತ್ತಿರುವಗವಮ
ವತ್ತಿಗಳ ಘನಭೂವುಗಳನ್ನ ಗುಳುಂತ್ತಿಹ ಕುರುವಿಂದ ಮಣಿಖಚಿತ ವಾ
ತಾಧ್ಮನಿಕರವಿಂ ಪರಿಮಳದಕರಡಿಗೆಯಂತೆ, ಈಯ ಪ್ಳೌರವಣನೆಯಂಣೆ,
ವಿಷಯು ಸೌಖ್ಯಗಳ ಕಣದಂತೆರಾಜಿಸುತ್ತಿಹ ತಿಱೆಯೆಯನುಪ್ಪುರಿ
ಗೆಯಂ ನೋಡಿ ವಿಸ್ಮಿತನಾಧನು.

9. ಜ್ಞಾನಿಯಾದ ಜೀವನನ್ಮಕ್ತನು ಪ್ರಾಯಿಕಮೂಗಿದಿಂತಕವತ
ಸಹವಾಸ ಮೂಳ್ವನಾವಾವಗುಣಂಗಳೊಳಗೆ ಅಭಿವಂಚಿಲ್ಲೀಲಾಸಚನೆಯಂ
ಮಿಗೆತೋರ್ಪ'ಸೆನೆ—ಅಹಿಂಸೆ, ಪರೋಪಕಾರ, ಶೌಚ, ತಪಸ್ಸು, ಸತ್ಯ,

ಶಾಂತಿ, ದಾಂತಿ, ತಿತಿಕ್ಷೆ, ದಯೆ, ದಾಕ್ಷಿಣ್ಯ, ವೃದುತ್ವ, ವಿರಕ್ತಿ, ಪುಣ್ಯ,
ವಿವೇಕ, ಪಾರಿಶುಧ್ಯ, ಶ್ರವಣಾದಿಸಾಧನ, ದೀನತ್ವ, ದೈವಭಕ್ತಿ ಮುಂತಾ
ದವ್ವುಗಳಂತೋರಿಯಿಂತಹವರುಗಳಲ್ಲಿಯುಂ ಪ್ರಾಯಿಕವಾಗಿಸುಲಭಾಡು
ತಿರ್ಪಂ. ಮತ್ತಮಾಜೀವನ್ನು ಕ್ತನಿದ್ದ ದೇಶದೊಳು ನಿರುಪದ್ರವಮಾಗಿ
ರ್ಪುದಲ್ಲದೆ ಶಿಷ್ಯರು ಭಕ್ತರು ಉದಾಸೀನರು ಪಾಪಿಗಳೆಂಬ ನಾಲ್ಕು ಚೆರ
ನಾವ ಜನಗಳಂ ಜ್ಞಾನಿಯಿಂಚನುಗ್ರಹಿಸಿಕೊಳ್ಚುವರದೆಂತೆನೆ—ತತ್ತೋ
ಪದೆಂಶಂಗೈವ ಜೀವನ್ನು ಕ್ತನಲ್ಲಿ, ಶಿಷ್ಯಂಗೆ ವಿಶ್ವಾಸವಿಂ ಜ್ಞಾನಸಿದ್ಧಿಯುಂ,
ಬಳಿಕನುರಾಗವಿಂದಾತನಂ ಅರಾಧಿಸುವ ಭಕ್ತಂಗೆ ಸುಕೃತಾದಿ ಸಾಧ
ನಘುಂ, ಬಳಿಕಾತಸಸಜ್ಜ ರಿತ್ರಿಯಂಕಂಡೆ ಉದಾಸೀನಂಗೆ ಪುಣ್ಯ ಕೃತ್ಯಾಭಿ
ರತಿಯುಂ, ಬಳಿಕಾತನದರ್ಶನಸ್ಪರ್ಶನಾದಿಗಳಂ ಪಾಪಿಗೆ ಪಾಪಕ್ಷಯಮುಂ
ಸಿದ್ಧಿ ಸುತಿರ್ಕುಂ.

10. ಯಾವಭಾವತ್ಯೇಯರು ಮಹಾಗುಣಶಾಲಿಗಳೆಂದು ವಿದೇಶೀಯ
ರಿಂದಲೂ ಪೊಗಳಿಸಿಕೊಳ್ತಿದ್ದ ರ್ಲೋ, ಯಾರಗುಣಗಣಗಳೇ ಅವರಿಗೆ
ಆಸ್ಪ ರೆಂಬಸದ್ಯೋತ್ತ ಮವಾದ ಹೆಸರನ್ನ ತಂದುಕೊಟ್ಟಿತೋ, ಯಾವ
ವಿದ್ಯಾ ವೈದುಷ್ಯವ್ವು ಇತರರಿಗೂ ಈಗ ಅತ್ಯಂತ ವಿಸ್ಮಯವನ್ನುಂಟುಮಾ
ಡುತಿದೆಯೋ, ಯಾವ ಮಹನೀಯರ ಸೌಶೀಲ್ಯದಿಂದಲೇ ಈಗಲಾ ನಮ್ಮ
ಭರತಖಂಡೆವ್ವು ಪ್ರಶಂಸಾಸ್ಪದಮಾಗುತಿದೆಯೋ, ಯಾವ ಶ್ರೀಮಂತರ ರಾಜ್ಯ
ಲಕ್ಷ್ಮಿಯುಂ ಅನೇಕಕಾಲಗಳಲ್ಲಿ ನಿಜರಿಂದ ಸೂರೆಗೊಳ್ಳಲ್ಪಟ್ಟಿದ್ದ ರೂ
ಈಗಲಾ ಪರದೇಶೀಯರಿಗೆಲ್ಲರಿಗೂ ಅಪೇಕ್ಷಣೀಯ ವಾಗಿದೆಯೋ, ಯಾವ
ಧರ್ಮಜ್ಞರಾ ಧರ್ಮಘಪಾಯನಿತೆಯಿಂದಲೇ ಈಗಲಾ ಈ ಭರತಖಂ
ಡವ್ವು ಇಷ್ಟುಮಟ್ಟಿಗಾದರೂ ಜೀವಿಸಿದೆಯೋ, ಯಾವ ಪ್ರಾಜ್ಞರ ಪ್ರತಿಭಾ
ವಿಶೇಷಕ್ಕೆ ಯಾವೆಡೆಯಲ್ಲೂ ತಡೆಯಿರಟೆಲ್ಲವೂ, ಯಾವ ಶಾಸ್ತ್ರಜ್ಞರ
ಗ್ರಂಥ ಸಮುಂದಾಯಗಳು ಸಾಸಾವಿಧವಾಗಿ ರೂಪಾಂತರವನ್ನೈದಿದರೂ
ಇನ್ನ ಪರಮಾಪ್ತರ್ಥ ಜನಕಗಳಾಗಿವೆಯೋ, ಮುಂಖ್ಯಮಾಗಿ ಅಸಾಧಾರಣ
ವಾದ ಈ ಮನುಷ್ಯ ದೇಶವನ್ನು ಪಡೆದುದಕ್ಕೆ ಇರಬೇಕಾದಘ್ಯಕ್ಕಿಂತಲೂ
ಸುವಿಚಾರಪಾಲು ಉಚ್ಚಾಗಿಚ್ಲೇ ಯಾವ ಪುಣ್ಯ ಪುರುಷರು ಯೋಗತ್ಯಾ
ಸಿದ್ಧಿ ಯನ್ನು ಪಡೆದಿದ್ದ ರ್ಲೋ – ಅಂಥವರ ವಂಶದಲ್ಲ್ಯೇ ಆದೇ ಭರತಖಂ
ಡದಲ್ಲಿಯ್ಮ ಜನಿಸುವ ನಮ್ಮಲ್ಲಿ, ಅವರಲ್ಲಿದ್ದ ಬಂದು ಗುಣಪಾದರೂ

ಇರುವುದೆ ! ಹೀಗೆ ನಮಗಿದ್ದ ಮೇಲ್ಮೆಯನ್ನೆಲ್ಲ ಕಳೆದುಕೊಂಡಿರುವುದಕ್ಕೆ ಕಾರಣವು, ಮೊದಲನೆಯದು ತೃಪ್ತಿ, ಎರಡನೆಯದು ಆಲಸ್ಯ. ಇವುಗಳನ್ನು ಪೌರುಷವು ಜಯಿಸುವುದು. ಪುರುಷನು ತನ್ನ ಇಷ್ಟಾರ್ಥವನ್ನು ಸಾಧಿಸುವುದಕ್ಕೆ ಅನುಕೂಲವಾದ ಪ್ರಯತ್ನವನ್ನೇ ಎಡೆಬಿಡದೆ ಮಾಡುತ್ತಿರುವುದೇ ಪೌರುಷವೆನಿಸುವುದು. ಇದು ಪ್ರಾಕ್ತನವೆಂತಲೂ ಐಹಿಕವೆಂ ತಲೂ ಎರಡುವಿಧವಾಗಿರುವುದು. ಪ್ರಾಕ್ತನ ಪೌರುಷವನ್ನು ಈ ಜನ್ಮದ ಪೌರುಷವು ಗೆಲ್ಲುವುದು. ಸರಿಯಾದ ಪ್ರಯತ್ನವನ್ನು ಮಾಡಿ ಆರಂಭಿಸಿದು ದನ್ನು ಬಿಡದೆ ದೃಢತವಾಗಿ ಆದೇ ವ್ಯವಸಾಯವನ್ನು ಮಾಡುತ್ತ ಉತ್ಸಾಹ ಯುಕ್ತರಾಗಿರುವ ಪ್ರಜ್ಞಾವಂತರು ಅನೇಕ ಮಹಾವೀರರು ಪರ್ವತಗಳನ್ನು ದರೂ ಆಯಾಸವಿಲ್ಲದೆ ಸಂಗಿ ಬಿಡುವರು. ಹೀಗಿರಲು ಪೂರ್ವಜನ್ಮದ ಪೌರುಷವನ್ನು ಗೆಲ್ಲುವುದು ಏನು ದೊಡ್ಡದು? ಆದರೆ ಯಾವ ಬಣ್ಣ ವಾದರೂ ತೇಜಸ್ಸಿಲ್ಲದೆ ಜೊಳೆಯುವುದಿಲ್ಲವಲ್ಲವೆ? ಹಾಗೆಯೇ ಸಕಲ ಕರ್ಮಗಳಿಗೂ ಶಾಸ್ತ್ರಾನುಸಾರವಾದ ಪ್ರವೃತ್ತಿಯೇ ಮುಖ್ಯವು.

11. ಯೂಟೋಪ್ ರಾಜ್ಯ ಗಳಲ್ಲೆಲ್ಲಿಯೂ ಜಾತಿಭೇದಗಳೂ ಆದ ರಿಂದ ಉಂಟಾಗುವ ವೈಷಮ್ಯಗಳೂ ನಮ್ಮಲ್ಲಿರುವಂತೆ ಇಲ್ಲ. ಅಲ್ಲಿ ಆಸ್ತಿವಂತರಾಗಿರುವವರೇ ಒಂದು ಜಾತಿಯಾಗಿಯೂ, ಆಸ್ತಿಯೆನೂ ಇಲ್ಲದ ತಮ್ಮ ಕಷ್ಟದಿಂದ ಅಶನ್ಯಹನಿ ಕಾಲಕ್ಷೇಪಮಾಡಿ ಕೊಂಡಿರುವವರೇ ಒಂದು ಜಾತಿಯವರಾಗಿಯೂ ವಿಂಗಡವಾಗಿರುವಂತೆ ತಲೆದೋರುಂಟೆ. ಬಂಡವಾಳವೂ ನಿರ್ವಾಹಶಕ್ತಿಯೂ ಜಟ್ಟಾಗಿ ಇಲ್ಲದೆ ಇದ್ದರೆ, ಆಲ್ಲಿಯ ವ್ಯಾಪಾರಸ್ಥಿತಿಯಾಗಿ ದ್ರವ್ಯೋತ್ಪತ್ತಿಯನ್ನುಂಟುಮಾಡುವುದು ಸಾಧ್ಯವಾ ಗುವುದಿಲ್ಲ. ಯಂತ್ರಗಳ ಪ್ರಾಬಲ್ಯದ ದೆಸೆಯಿಂದ ದೊಡ್ಡ ಕಾರ್ಖಾನೆ ಗಳನ್ನು ಕಟ್ಟಿಸಿ, ಬಹಳ ಬೆಲೆಯುಳ್ಳಯಂತ್ರಗಳನ್ನು ಇಟ್ಟುಕೊಂಡು, ಆವಕ್ಕೆ ಸಾಮಗ್ರಿಗಳನ್ನು ಒದಗಿಸಿಕೊಂಡು, ನಿಸ್ತಾರವಾದ ಉದ್ಯೋಗ ನಡೆಸದವರಿಗೆ ಸ್ವಲ್ಪವೂ ತಮ್ಮ ಉದ್ಯೋಗವಿಂದ ಲಾಭವುಂಟಾಗದು. ಇದೊಂದೂ ಬಡವರಿಗೆ ಸಾಧ್ಯವಾಗದುವೆರಿಂದ ಉತ್ಪತ್ತಿ ಮಾಡುವ ಯಾವ ಮಾನ್ಯವೆಲ್ಲ ಧನಿಕರಮಾಲೇ ಆಗುವುದು. ಇವರವಶದಲ್ಲಿ ಕೂಲಿಗೆ ಕೆಲಸಮಾಡುವವರು ಅನೇಕರಾಗಿರುವರು. ಐಶ್ವರ್ಯವಂತರಾಗಿರುವ ಉ ದ್ಯೋಗಗಳ ಯಜಮಾನರಿಗೆ ನಿರಂತರವೂ ಐಶ್ವರ್ಯ ಹೆಚ್ಚುತ್ತಬರುವುದು,

ಕೂಲಿಯು ಜೀವನದವರಿಗೆ ಜನಬಾಹುಳ್ಯವು ಹೆಚ್ಚುತ ದರಿದ್ರವೂ ಹೆಚ್ಚು
ವುದು. ಇಂಗ್ಲೆಂಡಿನಲ್ಲಿ ಪ್ರಭುತ್ವಕ್ಕೆ ಪ್ರಜೆಗಳೆಲ್ಲರೂ ಭಾಗಿಗಳೆಂಬ
ವಿಷಯವು ಬಹುಪ್ರಾಚೀನರ್ಯ್ಕೆ ಬಂದಿರುವುದರಿಂದ, ಅನೇಕರಾದ ಬಡ
ವರಿಗೆ ಹೀಗೆ ಸ್ವಲ್ಪಜನವಮಾತ್ರ ಅತ್ಯುನ್ನತ ಸ್ಥಿತಿಯಲ್ಲಿರುವುದೂ, ಮುಂ
ಕ್ಕಾಲು ಮೂರುಂವೀಸಪಾಲು ಜನರೆಲ್ಲರೂ ಬಹುಹೀನಸ್ಥಿತಿಯಲ್ಲಿರು
ವುದೂ ನ್ಯಾಯವಲ್ಲವೆಂದೂ, ತಮಗಿಂತ ಅವರು ಯಾವ ಕಾರಣದಿಂದ
ಶ್ರೇಷ್ಠರಾಗಿರಬೇಕೆಂದೂ ಬುದ್ಧಿಯು ಸ್ಫುರಿಸುತ್ತಿರುವುದೇ. ಹೀಗೆ ದಿನೇ
ದಿನೇ ಬೆಳೆದು ಬರುವ ವೈಷಮ್ಯದಿಂದ ಯಾವಕಾಲಕ್ಕೆ ಏನು ಅನಾಹುತ
ಸಂಭವಿಸುವುದೋ ಎಂದು, ಆಂಗ್ಲಿಯ ಅನೇಕ ವಿದ್ವಾಂಸರೂ ಮಂತ್ರಿ
ಗಳೂ ಚಿಂತಿಸುವರು.

<div style="text-align:center">

SATURDAY, 24TH JANUARY, 10 A.M. TO 1 P.M.

### HISTORY OF ENGLISH LITERATURE.

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NOTE.—*Candidates are informed that they are not to attempt to answer more than eight questions. Question V. should be attempted.*

I. Give an account of the literary work of Alfred the Great.

II. Explain and illustrate the following statements :—1. "Langland is the last representation of the Anglo-Saxon tradition of poetry." 2. "The influence of the Italian poets on Chaucer is beyond question."

III. Describe the importance for English Literature of—Geoffrey of Monmouth, Christopher Marlowe, Sir Walter Scott.

IV. Sketch the history of the sonnet in English Literature, distinguishing between the forms used by different writers. It is said that a sonnet should be "the expression of a single thought, idea, or sentiment." Illustrate this by examining a sonnet written by any one of the writers you name.

V. Take either the latter half of the sixteenth century *or* the first half of the nineteenth century, and consider how far the literature of the period you choose reflects the social, political, and religious life of the time.

VI. Mention the chief writers of satire in English Literature. Give an account of the satirical works of any one of them.

VII. Explain the term "metaphysical" as applied to a school of poets by Dr. Johnson. Mention the names of the chief "metaphysical" poets, and give an account of the works of one of them.

VIII. Examine and illustrate the characteristic points of difference between the poetry of Pope and the poetry of Wordsworth.

IX. Contrast the style of Macaulay with those of Carlyle and Charles Lamb.

X. With reference to the following works (1) state by whom and when they were written, and 2. give a brief description of their character:—*Festus, Lavengro, Shirley, The Cloister and the Hearth, Lothair, The Blessed Damozel, The Scholar Gipsy, Peter Simple, Atalanta in Calydon.*

XI. Describe the characteristics of the fiction of the last quarter of a century, and give an appreciation of any novelist of the period with whose writings you are acquainted.

MONDAY, 19TH JANUARY, 2 TO 5 P.M.

## HISTORY OF THE SANSKRIT LANGUAGE.

I. Point out and give examples of the most important differences between the Vedic and the classic Sanskrit as regards declension and conjugation.

II. परसन्निकर्षसंहिता—Pāṇini. Explain this and distinguish between संहिता and महासंहिता.

III. State and exemplify the declensional peculiarities in Prakrit.

IV. 1. Which class of mutes is of most frequent occurrence in the language and which class is of rarest occurrence, and why? 2. Show that the palatal consonants are derived from the gutturals.

V. To which of the ten conjugations does the greatest number of roots belong, and why? What is the peculiarity you observe in the roots of the tenth conjugation, and how do you account for it?

VI. 1. Mention a class of roots of the first conjugation which can be treated as belonging to the fourth conjugation, and show how it can be so treated. 2. Is the periphrastic future tense an original one? Give reasons for your answer.

VII. State the general rules of accentuation in the following cases:—(1) verbs, (2) vocatives, (3) particles, (4) Upasargas, (5) Bahuvrīhi compounds, and (6) Tatpurusha compounds. State also the exceptions in the first two cases.

VIII. Name six words of foreign origin (from three different languages) introduced into Sanskrit and mention the approximate dates of their introduction.

IX. Write notes on the derivation and meaning of the following words:—देवानांप्रिय, सिंह, पृषोदर, जामित्र, अहल्या, कश्यप, उपनिषद् and आत्मन्.

X. 1. Mention not less than four words which have undergone a change in meaning, and trace the change wherever possible.

2. Show how the following words are allied to Sanskrit:—yester, entrail, vocabulary, nephew, faction, penultimate.

XI. "More than half of the whole number of roots given by the Hindu authorities have never been found actually used in the (Sanskrit) literature." How do you account for this?    •

XII. Explain clearly the following passage:—

तदोशितारं चेंदीनां भवांस्तमवमंस्त मा ।

निहन्यरीनेकपदे य उदात्तस्वरानिव ॥

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TUESDAY, 20TH JANUARY, 10 A.M. TO 1 P.M.
SANSKRIT : TEXT-BOOKS (i).

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*Kāvyaprakāśa, Bālarāmāyaṇa, Chaṇḍakauśika and Priyadarśikā.*

N.B.—*Full marks will be awarded for answering about three-fourths of this paper. Question III. must, however, be answered in Sanskrit.*]

I. 1. (a) Is there any internal evidence to show that the author of the *Kārikās* in the Kāvyaprakāśa is identical with the author of the *Vrittis* thereon? If so, examine such evidence. (b) A certain verse in the Kāvyaprakāśa is interpreted by some commentators to mean that a small portion at the end of that work was written by another author than Mammaṭa. Refer to the verse in question and give the name of that other author. 2. Determine the age of Mammaṭa. 3. Briefly explain the following and illustrate them from the Kāvyaprakāśa:—ब्राह्मणश्रमणकन्याय,

अदग्धदहनन्याय, गडुरिकाप्रवाहन्याय.

II. 1. Show how the figure शरेषुयुगखेन्दवः is arrived at in relation to *dhvanis*. 2. Point out the *vyangyas* and *vyanjakas* in the following and give the names of the respective *dhavanis* therein :—

    (a)  न्यक्कारो ह्यायमेव मे यदरयस्तत्राप्यसौ तापसः

        सोऽप्यत्रैव निहन्ति राक्षसकुलं जीवत्स्वहो रावणः ।

        धिग्धिक् शक्रजितं प्रबोधितवता किं कुम्भकर्णेन वा

        खर्गग्रामटिकाविलुण्ठनवृथोच्छूनैः किर्मीभिर्भुंजैः ॥

(b) ताला जार्अंति गुणा जाला दे सहिअएर्हिं घेप्पन्ति ।

इइकिरणाणुग्गहिआइं होन्ति कमलाइं कमलाइं ॥

3. Briefly state the different interpretations given of Bharata's aphorism relating to रसनिष्पत्ति.

III. 1. State clearly the views of the Bhāṭṭas and the Prābhākaras regarding *Vākyārtha*. 2. Give the *pūrvapakshin's* and the *siddhāntin's* views in regard to the following proposition :—

अखण्डबुद्धिनिर्ग्राह्यो वाक्यार्थ एव वाच्यो वाक्यमेव वाचकम्.

3. Comment on the following so as clearly to bring out the distinction between व्यङ्ग्यार्थं, लक्षणीयार्थं and नेयार्थं.

(a) लक्ष्यं न मुख्यं नाप्यत्र बाधो योगः फलेन नो ।

न प्रयोजनमेतस्मिन् न च शब्दः खलद्गतिः ॥

(b) निरूढा लक्षणाः काश्चित् सामर्थ्यादभिधानवत् ।

क्रियन्ते साम्प्रतं काश्चित् काश्चिन्नैव तु शक्तितः ॥

4. Explain the following and give their application in the Kāvyaprakāśa :—

(a) विशेष्यं नाभिधा गच्छेत्क्षीणशक्तिर्विशेषणे ।

(b) गुणानां च परार्थत्वादसम्बन्धस्समवायतः ॥

IV. 1. (a) What is a *bhāva* and how does it differ from a *rasa*?
(b) Explain how as a रसज्ञापनकारण the आलम्बनविभाव differs from the उद्दीपनविभाव.   2. Point out the *rasa* with its *vibhāvas*, *anubhāvas* and *vyabhichārins* in the following :—

रेरे कुल्व्याः प्लवगपशवः किंभवद्भिर्मेवद्भि-

स्संग्रामाग्रे मम रणरसो लम्भितस्सर्वभावम् ।

यस्मिन् करिमञ्जखलु समरे रोचकी सिंहनाद-

स्तन्मे राम कथयत स हि श्रूयते वीरसिंहः

V. 1. Distinguish between (*a*) परिकर and  काव्यलिङ्ग and

(*b*) काव्यलिङ्ग and अर्थान्तरन्यास. 2. Show how रूपक differs

from निदर्शना in the following examples :—

(*a*) राजसेवा मनुष्याणामसिधारावलेहनम् ।

पञ्चाननपरिष्वङ्गे व्यालीवदनचुम्बनम् ॥

(*b*) अङ्घ्रिदण्डो हरेरूर्ध्वमुत्क्षिप्तो बलिनिग्रहे ।

विधिविष्टरपभ्रस्य नालदण्डो मुदेऽस्तु वः ॥

VI. 1. How does Vāmana's view of गुण and अलङ्कार differ

from that of Mammaṭa? 2. Distinguish between विरुद्धमतिकृत्

and प्रकाशितविरुद्ध, अविमृष्टविधेयांश and अभवन्मतयोग.

When are अप्रतीत and अपुष्ट not considered faults of style?

Give one example in each case. 3. Show how the following are

faulty :—

(*a*) मसृणचरणपातं गम्यतां भूस्सगर्भा

विरचय सिचयान्तं मूर्ध्नि धर्मः कठोरः ।

तदिति जनकमुली लोचनैरश्रुपूर्णैः

पथि पथिकवधूभिर्वीक्षिता शिक्षिता च ॥

(*b*) अहङ्कारेण जीयन्ते द्विषन्तः किं नयश्रिया ॥

VII. 1. Re-write in Prākrit :—हंहो लङ्कापुरीप्राकारपालका अ-

तिक्रान्तयामिनीयुद्धजनितं वर्श्रीमुखबलविध्वंसनं  प्रतिकुरुत ।

उत्तम्भयत विहितोन्मूलनानि तोरणानि । एतत्किं न पश्यथ

दोलितमट्टालिकं विघट्टितं वरण्डिकाप्रखण्डं जर्जरितं यन्त्रसन्तानं
निकुञ्चिता: काष्ठनिका: ॥

2. Point out and explain the प्रस्तावनाङ्ग referred to in :—

प्रकटितरामाम्भोज: कौशिकत्रान् सपदि लक्ष्मणानन्दी ।
सुरचाप्रमनहेतोरयमवतीर्णश्शरत्समय: ॥

3. मुक्तहरिणाङ्कमण्डलपासप्पसरो बुधो विन्नुधमग्गे ।
ओद्दरिअ राहुविहुरं णक्षिणीणाहं समुल्लिहइ ॥

Explain this passage and show how it satisfies the con-
ditions of the ध्रुवागीति.

VIII. 1. Give all the characteristics of a गर्भाङ्क, and mention the
several objects it is made to serve in dramas. With what ob-
ject is it introduced into the Bālarāmāyaṇa? 2. Name and explain
the *nātakasandhyangas* in the following :—(a) कौशिक: (सक्रो-
धम्)— आः कथमद्यापि न सम्भृतानि मे दक्षिणासुवर्णानि ॥
(b) प्रतीहारी (खगतम्) कथमेते निखिलक्षत्रियाश्चापारोपकर्मणि
विन्नथसामर्थ्या वर्त्तन्ते । तद्देत्रेष्वनाकलितसारो विक्रतनकुलु मार
आस्तं ⋯ ⋯ ⋯ तथापि सङ्कीर्तयाम्येनम् ।— इत्यारभ्य—
सीता— सहि हेमप्पहे भग्गं भग्गस्स भअवदो चावं ।
हेमप्रभा— सम्पण्णं च पिअसहीए पाणिग्गहणं ।—इत्यन्तेन.

IX. 1. Why should not *praveśaka* be used in the first Act of a
dramatic composition? Illustrate your answer from the Chaṇḍa-
kauśika or the Priyadarśikā. 2. Do you find in the Priyadarśikā
any reference to an important character in the drama of Ratnāvali?
If so, state what you know of that character.

X. 1. Annotate the following passages in accordance with the Kāvyaprakāśa, and also otherwise where necessary :—

(a) वाग्वैर्ज़र्भी मधुरिमगुणं स्यन्दते श्रीललेह्लां

वस्तुन्यासो हरति हृदयं सूक्तिमुद्रानिवेद्यः ।

सद्यस्सूते रसमनुपमप्रौढिजन्मा प्रसादः

सन्दर्भश्रीरिति कृतधियां धाम गीर्देवतायाः ॥

(b) सुवर्णबन्धविद्योति कुरुत श्रवणाश्रयम् ।

सच्छायमुल्लसद्वृत्तं काव्यं मुक्तामयं बुधाः ॥

2. What is the idea of Sītā when she gives the following replies to Hemaprabhā in respect of the several kings concerned?

(a) जो तिउरदहण्ठाणइअमहाकाळ्णामन्तरिअखण्डपर-

सुणामपवित्तिअणिहालवट्टी । (b) जो दविर्च्चूडामणी । (c) जो

सो णम्मदालङ्कुदमण्डलाहिपइ । (d) जो बिन्दावणविहारदुल्लु-

लिओ । (e) जो मरहट्ठवरिट्ठो ।

3. From what work is the following passage quoted :—

असुर्या नाम ते लोका अन्धेन तमसा वृताः ।

तांस्ते प्रेयाभिगच्छन्ति ये के चात्महनो जनाः ॥

Show how this quotation differs in meaning from the original. 4. What are said to be the means for attaining the तारकज्ञान ? Refer to any *Upanishadic* passages bearing on the point. 5. State the difference in point of literary merit between the Lāṭas and the Vaidarbhas.

XI. 1. Explain the following passages :—

(a) राजा (आरण्यकाया हस्तं गृहीत्वा) —

सद्योऽश्रयायबिन्दुव्यतिकरशिशिरः किं भवेत्पद्मकोशो

ह्रादिवं नास्य मन्ये सटृशमिदमुष्णस्येव वीतातपस्य ।

मुखस्यैको हिमौघं कररजनिकरो हन्त किं सोऽपि दाही
जातं खेदापदेशादविरतममृतं स्यन्दते व्यक्तमेतत् ॥

(b) राम: सीतां प्रति—

यत्रार्थातिशयोऽपि सूक्तितजगन्मयीदया मोदते
सन्दर्भैश्च समासमांसलपरःप्रस्तारविस्तारित: ।
उक्तियोगपरम्परापरिचिता काव्येषु चक्षुष्मतां
सा रम्या नवचम्पकाङ्गि भवतु लग्नेतयो: प्रीतये ॥

(c) मध्ये व्यक्तमनादिविभ्रमवशादव्यक्तमाद्यंतयो:
पश्चत्वं प्रकृति: किलास्य जगतस्तत्पञ्चधा सम्भृतं ।
संसारार्णववीचिभङ्गवलये योगाविरयोगैरसमा-
स्तन्मोहादपरं न वेद्मि विदुषां शोकस्य यत्कारणम् ॥

(d) किंपुनरस्योरङ्कारत्वमुचितं यथोरन्तरङ्गोऽभियोग:।

(e) णक्खु दिट्ठे अणुववण्णं णाम ॥

(f) प्रज्ञावतां हि चक्षुरक्षुद्रमतिविषयासु धिषणासु प्र-
[तिवसति ॥

2. Note some of the anachronisms in Act III of the Bālarā-māyaṇa and justify such of them as you can.

TUESDAY, 20TH JANUARY, 2 TO 5 P.M.

TEXT-BOOKS (ii).

*Śārīrakasūtra and Nyāyadarśana.*

[N.B.—*Answers to questions III, VII, and VIII. 1. must be in Sanskrit only.*]

I. Explain the terms *Advaita, Viśishṭādvaita* and *Dvaita* as applied to the systems of Śankara, Rāmānuja and Madhva.

II. How does Śankara define Paravidyā and Aparavidyā ? What relation does he recognise between them and why ? State with reasons whether the division of the Vidyā into Parā and Aparā is recognised by the Sūtrakāra.

III. उपासनानि कतिविधानि ? एकैकस्योदाहरणं स्वरूपं फलं च सप्रमाणं निरूप्यताम्.

IV. आश्रित्य नूनममृतद्युतयः पदं ते
देहक्षयोपनतदिव्यपदाभिमुख्याः ।
लावण्यपुण्यनिचयं सुहृदि त्वदास्ये
विन्यस्य यान्ति मिहिरं प्रतिमासभिन्नाः ॥

इदं भगवन्मुखवर्णनपरं काव्यं समुचितब्रह्मसूत्रश्रुतिजालोप-न्यासपूर्वकं व्याख्यायताम्.

V. ' स एतान् ब्रह्म गमयति ' इत्यत्र के ते पूर्वाचार्याः येषां मतं ब्रह्मशब्दव्याख्यानाय सूत्रकारैरुपन्यासि ? कीदृशं च तत् ? किं युक्तिकं च ? कां नामान्यादृशीं रीतिमनुरुन्धन्ति भाष्यकाराः अत्र व्यवस्थापने ? कारणानि च तत्र कानि ?

VI. काः पुनः सगुणश्रुतयः निर्गुणश्रुतयश्च ? कथं पूर्वासामेवोत्तरशेषत्वं न पुनरुत्तरासामितरशेषत्वम् ? कथं वा सगुणवादिनो वर्णयन्ति तात्पर्यं निर्गुणश्रुतीनां ? किंमूलं च तादृग्वर्णनम् ?

VII. '' बाधितमपि तु मिथ्याज्ञानं द्विचन्द्रज्ञानवत् संस्कारवशात् कञ्चित्कालमनुवर्तत एव. '' इति भाष्यकाराः. अत्र द्विचन्द्रज्ञाने

बाधकसन्निधावपि मिथ्याज्ञानहेतीः परमार्थतिमिरादिदीषरय ज्ञा-
नबाध्यत्वाभावेनाविनष्टत्वात् मिथ्याज्ञानानुवृत्तिरविरुद्धा ; दृष्यते
तु भेदज्ञानसामग्रया अपि वासनायाः मिथ्यारूपत्वेन ज्ञानोत्पत्यैव
निवृत्तेः कथंकारमनुवृत्तिरिति परे शङ्कन्ते. अत्र समाधीयताम्.

VIII. 1. इमानि सूत्राणि वाक्यानि च सन्दर्भोपन्यासपूर्वकं व्या-
ख्यायन्ताम्.

(a) यस्तद्वेद यत्सन्नेद समयैतदुक्तः ॥

(b) यद्वै तन्नपश्यसि पश्यन्वै तन्नपश्यति ॥

(c) प्रयाजादिवत् ॥

(d) तद्वचनं तद्विषयमेवोपक्षीणमिति चेन्न,
     प्राप्तमानववचनिवृत्तिपरत्वाद्विशेषणस्य ॥

(e) द्वादशाहवदुभयविधं बादरायणोऽतः ॥

(f) प्रतिषेधादिति चेन्न शारीरात् ! एपष्टे होकेषाम् ॥

2. What objections can be raised against Śankara's interpre-
tation of (f) in the above, and how will you meet them ?

IX. 'The exposition of the Nyāya is tedious, loose and un-
methodical.' Comment as briefly as you can upon the justice or
otherwise of the above criticism.

X. " नित्यसुखाभिव्यक्तिर्मोक्षः " इति भाट्टमतस्य खण्डनं पू-
र्वपक्षपरंपराः वात्स्यायनभाष्यरीत्या प्रदर्शनीयाः.

XI. अवयवसमूहव्यतिरेकेणापि पदार्थान्तरमवयविनं नैयायिकाः
किमर्थमभ्युपगच्छन्ति ? प्रत्यक्षं चानुमानेऽन्तर्भावयितुं कीदृशी
युक्तिरुपन्यस्ता ? कथं वा सा निरास्या ?

XII. प्रत्यक्षादिचतुष्टयतोऽप्यन्यानि कानि प्रमाणानि मीमांसका-
भ्युपगतानि ? किंलक्षणानि किमुदाहरणानि च तानि ? कथमे-
तेषां नैयायिकाः प्रत्यक्षादिष्वेवान्तर्भावं वर्णयन्ति ?

XIII. " हेतुः किंच विशिष्टधीरनुमितो न ज्ञानयुग्मम्. "

Explain the above.

WEDNESDAY, 21ST JANUARY, 10 A.M. TO 1 P.M.
ESSAY.

Write an essay in Sanskrit on *one* of the following subjects :—
(1) The ethical value of Vedantic teaching.
(2) Education in Ancient India.

THURSDAY, 22ND JANUARY, 10 A.M. TO 1 P.M.
SANSKRIT: TEXT-BOOKS (iii).

*Pānini's Ashtādhyāyī with the Kāśikāvritti.*

[N.B.—*Answers to questions III. and IV. must be in Sanskrit.*]

I. 1. वक्ष्यमाणासु परिभाषासु याः काश्चन चतस्रः परिभा-
षास्तोदाहरणं व्याख्यायन्ताम्.

(a) नानर्थकेऽलोन्त्यविधिः ।

(b) येन नाव्यवधानं तेन व्यवहितेऽपि वचनप्रामाण्यात् ।

(c) अज्वृत्ते पुनर्वृत्ताविधिः ।

(d) एकानुबन्धकग्रहणे न ज्ञानबन्धकस्य ।

(e) अन्तरङ्गानपि विधीन्बहिरङ्गी ल्यब्बाधते ।

(f) सकृद्गतो विप्रतिषेधे यद्बाधितं तद्बाधितमेव ।

(g) संनिपातलक्षणो विधिरनिमित्तं तद्विघातस्य ।

(h) यस्य च लक्षणान्तरेण निमित्तं विहन्यते न तद्-
नित्यं भवति ।

२. प्रसज्य प्रतिषेधः, पर्युदासः, भाषितपुंस्कः, भारद्वाज-
नियमः, भूतपूर्वगतिः. उक्तानि पदानि सोदाहरणानि संग्रहेण
विवरणीयानि.

II. 1. अधस्तालिखितेषु वाक्येषु रेखाङ्कितानां वैदिकरूपाणां
लौकिकानि रूपाणि प्रदर्शनीयानि. (a) स नः सिन्धुमिव नावया ।
(b) वधीं वृत्रम् । (c) दक्षिणतः शये । (d) सूर्यं चक्षुर्गमयतात् ।
(e) मरुतस्तज्जुष्टन् । (f) इन्द्रीं देवान् । (g) जगृभ्मा ते द-
क्षिणमिन्द्र हस्तम् । (h) अवियोना दरुस्यः । (i) धिष्व वज्रं
दक्षिण इन्द्र हस्ते । (j) वक्षयन्ती वेदागनीगन्ति कर्णम् ।

२. " उणादयोऽव्युत्पन्नानि प्रातिपदिकानि " इत्यत्र उणा-
दिप्रत्ययान्ताश्शब्दा अव्युत्पन्ना एवेति भगवतः पाणिनेराशयस्य
किं गमकम् ? अस्मिन्विषये शाकटायनादीनां मतमपि निरूपणी-
यम्. त्रिचतुराणि उणादिप्रत्ययान्तानि पदान्युदाहरणीयानि.

III. 1. वक्ष्यमाणेषु सूत्रेषु रेखाङ्कितानां कृत्यानि सोपपत्तिकं व-
र्ण्यन्ताम्.

(a) वदव्रजहलन्तस्याचः ।

(b) ह्वयन्तक्षणश्वसजागृणिश्व्येदिताम् ।

(c) शीङीरट् ।

(d) अद्ड्डतरादिभ्यः पञ्चम्यः ।

(e) तुह्योस्तातङाशिष्यन्यतरस्याम् ।

(f) उगिदचां सर्वनामस्थानेऽधातोः ।

२. शृदॄप्रां ह्रस्वो वा । इदं सूत्रं शक्यमकर्तुमिति केचिद्व-
र्णयन्ति. तत्र कारणमुपपाद्यताम्.   ३. गमेरिट् परस्मैपदेषु । इदं
सूत्रं पदशेषकारः कथं विवृणोनि ?

IV. 1. इमाः कारिकास्स्पष्टं व्याख्यातव्याः :—

(a) अदसः सोर्भेवे दौत्वं किं सुलोपो विधीयते ।
ह्रस्वाल्लुप्येत संबुद्धिर्न हलः प्रकृतं हि तत् ॥
आप एत्वं भवेत्तस्मिन्न झलीयन्वर्तनात् ।
प्रत्ययस्थाच्च कादित्वं शीभावश्च प्रसज्यते ॥

(b) संयोगे गुरुसंज्ञायां गुणो भेत्तुर्न सिध्यति ।
विध्यपेक्षं लघोश्चासौ कथं कुण्डिनं दुष्यति ॥
धातोर्हि नुम् कथं रङ्खेः स्यदिश्रथ्योर्निपातनात् ।
अनल्लोपशि दीर्घत्वे विध्यपेक्षे न सिध्यतः ॥
अभ्यस्तस्य यदाहाचि लङर्थं तत्कृतं भवेत् ।
क्रुसनोर्यत्कृतं कित्वं ज्ञापकं स्याल्लुघोर्गुणे ॥

२. आच्क्षीनचोर्नुम् ॥

तुदती । तुदन्ती । अत्रान्तरङ्गलादेशे कृते व्यपव-

गोभावादवगोन्तादङ्गउत्तरस्य शतुरिति न युज्यते वक्तुम् । उ-
भयत्र आश्रये नान्तादिवदित्यन्तादिवद्द्वावोऽपि नास्ति । भूतपूर्व-
गत्याश्रयणे वाऽद्वती घ्नतीयेवमादिष्ठवतिप्रसङ्ग इति ॥ अस्य पू-
र्वपक्षस्य समाधानं कथं द्वैधा वर्णयन्ति ?

V. 1. वीरत्, मद्दुः, भववान्, चलाचलः, पिपावयिषति, इक्षुः,
अक्षरम्, वत्सः—इमानि पदानि व्युत्पाद्यन्ताम्. तत्र तत्र विशे-
षाथ प्रतिपाद्यन्ताम्. 2. एतेषु पदयुग्मेष्वेकैकस्याप्यर्थभेदो वर्ण-
नीयः. पाच्यम्, पाक्यम् । धनायति, धनीयति । त्राणः, त्रातः ।
धृष्टः, धर्षितः । अम्यर्णः, अम्यर्दितः । अक्तः, अंचितः ।
3. अधो विन्यस्तानां धातूनां यथानिर्देशं प्रथमपुरुषैकवचनानि
लिख्यन्ताम्. (a) विधुनने विशेषणे चार्थे विद्यमानाण्णिजन्ता-
द्वाधातोः, स्नेहविरातनार्थकाण्णिजन्ताल्लीधातोश्च— लिङ् (b) वृधा-
तोराशीर्लिङि, अस्मादेव सन्नन्ताल्लुटि. (c) श्विधातोर्लिङि. (d) लु-
धातोर्णिजन्ताल्लुटि. (e) ऋधातोर्यङन्ताल्लुटि. (f) विक्षिपार्थोत्क्षुधा-
तोर्यङ्लुगन्ताल्लुटि. (g) द्रुहधातोर्लिटि. 4. निपूर्वकाद्धातोः,
विनूर्वकादर्द्धातोश्च निष्ठाप्रत्ययान्तानि रूपाणि लिख्येरन्.

VI. 1. (a) यदुपार्धेर्विभाषा तत्रुपार्धे प्रतिषेधः ।

(b) प्रकृतिग्रहणे ण्यधिकस्यापि ग्रहणम् ।

(c) यस्मिन्विधिस्तदादावल्ग्रहणे ।

(d) यङ्लुगन्तादात्मनेपदं न भवति !

(e) अद्विर्वचननिमित्तेऽपि णौ स्थानिवद्भवति ।

(f) अभ्यासविकारेऽप्यपवादा नोत्सर्गान्निवधीन्बाधन्ते ।

उक्तेषु वाक्येषु त्रयाणां वाक्यानां ज्ञापकानि इतिप्रका-
राश्रीपपाद्यन्ताम्.

2. महीपालवचश्रुत्वा जुघुषुः पुष्पमाणवाः ॥

अत्र कानुपपत्तिः ? कथं परिहारः ?

[N.B.—*Full marks will be awarded for answering about three-fourths
of this paper. Question I. must, however, be answered and
in Sanskrit.*]

I. Paraphrase :—

1. (a) उरुं हि राजा वरुणश्चकार सूर्याय पन्थामन्वेतवा उ ।

अपदे पादा प्रतिधात्वेऽकरुत्तापवक्ता हृदयाविधश्चित्॥

(b) एतेनाग्ने ब्रह्मणा वावृधस्व शक्ती वा यत्ते
चैकृम विदा वा ।

उत प्र णेष्यभि वस्यो अस्मान्त्सं नः सृज
सुमत्या वाजवत्या ॥

(c) अयोद्धेव दुर्मद आ हि जुह्वे महावीरं
तुविबाधमृजीषम् ।

नातारीदस्य समृतिं वधानाँ सं रुजानाः
पिपिष इन्द्रशत्रुः ॥

(d) वि सुपर्णो अन्तरिक्षाण्यख्यद्गभीरवेपा अ-

सुरः सुनीथः ।

केइदानीं सूर्यः कश्चिकेत कतमां द्यां

रश्मिरस्या ततान ॥

2. (a) इष एकपदूर्जे द्विपदी रायस्पोषाय त्रिपदी मायोभ-

व्याय चतुष्पदी ⋯ ⋯ सखा सप्तपदो भव सा मामनुव्रता भव.

पुत्रान्विन्दावहै बहूंस्ते सन्तु जरदष्ट्यः ॥ (b) या दिव्या आपः

पृथिवी सम्बभूवुर्या अन्तरिक्ष्या उत पार्थिवीर्याः ॥ हिरण्यवर्णा

यज्ञियास्ता न आपः शंस्योना भवन्त्विति संस्रवान् समवनीय

ताभिरद्भिः पुत्रकामी मुखमनक्ति ॥ (c) सुश्रवः सुश्रवा असि य-

था त्वं सुश्रवः सुश्रवा अस्येवं मां सुश्रवः सुश्रवसं कुरु ; यथा

त्वं देवानां यज्ञस्य निधिपोऽस्येवमहं मनुष्याणां वेदस्य निधिपो

भूयासम् ॥

(d) नाम चास्मै दद्युः घोषवदाद्यन्तरन्तस्थम-

भिनिष्ठानान्तं द्व्यक्षरम् ।

अभिवादनीयं च समीक्षेत तन्मातापितरौ

विद्यातामोपनयनात् ॥

(e) वंशान्तरेषु शरणानि कारयेत्, गर्तेऽववकाशीपाल-

भिश्रग्धापयेत्, नास्याग्निर्दीहुको भवति ॥

II. 1. Explain the following :—

(a) विभक्तासि चित्रभानी सिन्धोरूर्मा उपाक आ ॥

(b) इदं विष्णुर्वि चक्रमे त्रेधा नि दधे पदं ।

समूळ्हमस्य पांसुरे ॥

(c) त्वमग्ने प्रथमो अङ्गिरस्तमः ⋯ ⋯ द्विमाता ॥

(d) तिस्रो द्यावः सविनुद्वा उपरथाँ एका यमस्य

भुवने विरापात् ॥

आणिं न रथ्यममृताधि तस्थुः ॥

(e) अगोरधाय गविषेदुक्षा यदरग्यं वचः ॥

(f) स्तुहि श्रुतं गर्तसदं युवानम् ॥

(g) मम व्रते हृःयं ते दधामि मम वाचमेकव्रती जुषस्व ॥

(h) अजयो गा अजयः शूर सोमम् ॥

(i) अष्टौ व्यख्यत्ककुभः पृथिव्यास्त्रो धन्व योजना

सत सिन्धून् ॥

2. Explain clearly the following so as to bring out the moral deducible therefrom :—

(a) राजन्तमध्वराणां गोपामृतस्य दीदिविम् ॥

(b) अथा वयमादित्य व्रते तवानागसो अदितये र्याम ॥

III. 1. In what sacrifice are the Sūktas 24 to 30 sung? 2. Name the Rishis of the Sūktas you have read. 3. Give the date of the Āśvalāyana Grihya Sūtra. In what part of the country did this school originally flourish? 4. Who are the ऋभवः ? Why have they obtained recognition as Devas entitled to a share in sacrificial offerings? 5. What are the (a) त्रीणि सवनानि ; (b) विष्णोस्त्रि- विक्रमाः and (c) पञ्चमहायज्ञाः ? 6. Who is said to have forged Indra's weapon?

IV. 1. 'The deities of the Rig Veda are the powers and mani-
festations of beneficent Nature.' Justify this statement with
reference to the conceptions of (a) Indra, (b) Aditi, (c) Varuṇa, and
(d) Aświns. 2. Describe briefly the conceptions of (a) Indra, and
(b) Varuṇa as far as they are developed in the portion of the text

you have read. 3. In the body of the rules for the उपनयन

ceremony, there is no provision for investure with the यज्ञोपवीत ;

what is the explanation for such an omission? On what occasions,

according to your text, is a ब्रह्माचारिन् to wear the यज्ञोपवीत ?

4. Some of the riks from the portion of the Veda you have read
are quoted in the Āśvalāyana Grihya Sūtra. Quote or refer to any
four of them and state on what occasions they are to be recited.
5. (a) What is the explanation of the Kaushītakī Brāhmaṇa as to

why सविता is styled हिरण्यपाणि: ? (b) Which is अपराजिता

दिक् ? Why is it so called? (c) State briefly the two Upākhyānas

referred to in II (1) (h).

V. 1. What are: (a) शामित्रात्रि: ; (b) चैत्ययज्ञ:; (c) अनुप्र-

वचनीयम् ; (d) पृषदाज्यम् ; (e) पूर्णाहुति: ; (f) ब्रह्माञ्जलि: ;

(g) मधुपर्कः ; and (h) अनुस्तरणी. 2. What are the ingredients of

मधुपर्क ? To whom should it be given? 3. When should the excla-

mations स्वधा, स्वाहा, and वषट् be used? 4. Mention the three

lady teachers referred to in the काण्डर्षितर्पण ceremony? How do

you explain the inclusion of the name of Aśvalāya in the same
ceremony?

VI. 1. Write the rik [I. 1 (b)], (a) with the Samhita accent and

(b) with the Pada accent. 2. Mark the accent in: (a) विश्वदेवसम् ;

(b) सविता ; (c) शितिपाद: ; (d) चित्रभानु: ; (e) रोदसी ;

and (f) नाराशंसम्. 3. Modernize: स घा न: सूनु: शवसा पृथु-

प्रगामा सुशेवः । मीढ्वाँ अस्माकं बभूयात्. 4. Justify the following according to the rules of Pāṇini:—(a) द्विवित्मता · वचः ; (b) मघोनः रक्ष तन्वः ; (c) अनाशस्ता इव स्मसि ; (d) अह्नेनं प्रथमजामहीनाम् ; (e) अन्नपतेऽन्नस्य नो देहि ; (f) तूतुजान.

5. Give the Vedic forms for (a) आत्मना ; (b) तैः ; (c) स्मः ; (d) कस्य ; (e) आगच्कन्तु ; and (f) क्रयाम:.

VII. 1. Point out the grammatical peculiarities in (a) सूनृतम् ; (b) एहिमायासः ; (c) वर्षिष्ठम् ; (d) दूळभम् ; (e) जिहीडमानः ; (f) अमीवचातनम् ; (g) सिष्रक्त्त् ; (h) अन्नाद्यम् ; (i) नाकम् ; (j) सिसासन्ती ; (k) विराषाट् ; (l) ऋघायमाणम् ; (m) वंसगः ; (n) विग्नापस:. 2. Give the meanings of:—(a) दुवः, (b) पुरन्ध्री, (c) विश्वायुः, (d) रुद्रवर्त्तनी, (e) कक्ष्यप्रा, (f) द्रापिः, (g) विद्द्वुः, (h) जराबोधम्, (i) मृळय, (j) द्विप्रव्राजिनी, (k) अविदासिनः, (l) तलम्, (m) भ्राजः, (n) हरस्री, and (o) नाराशंस्यम्. 3. Give the two meanings of:—(a) तुझ्झे तुझ्झे, (b) आकृष्णेन रजसा ··· ··· सविता आयातु निवेशयन्नमृतं मर्त्यं च. 4. What is the distinction between सवितृ and सूर्य in सविता ······ वेति सूर्यम् ? 5. Give the roots and root-meanings of:— (a) असुरः, (b) सविता, (c) सन्यः, (d) चर्षणिः, (e) अग्निः, (f) इळा, (g) वह्निः, (h) उषस्, (i) स्योना and (j) सिन्धुः. 6. When is a verb used in लेट् form ? Give three examples.

## HISTORY OF SANSKRIT LITERATURE.

I. 1. Enumerate the Daśagranthas of the Vedic literature. 2. Comment upon the following observation :—" The principle on which the Samhitā of the Rig-veda was made is different from that which guided the compilers of the Samhitās of the Adhvaryus and Udgātṛis."

II. What is the object of the Brāhmaṇas ? Name all the Brāhmaṇas and classify them under their respective Vedas. Point out the essential difference as regards subject-matter between the Brāhmaṇas of the several Vedas.

III. Give a brief account of the origin and growth of the Upanishads, and enumerate the oldest and most important of them.

IV. What were the circumstances which gave rise to the Prākrit literature ? Name the chief Prākrit dialects and the works in which they occur.

V. Relate briefly the story of any two of the following works and show how each of them can be regarded as having a special value of its own :—Nāgānanda, Mrichchhakatika, and Harshacharita.

VI. Supply the names of the authors omitted in the following passages :—

1. कीर्तिः——————स्य प्रयाता कुमुदोज्ज्वला ।

   सागरस्य परं पारं कपिनेव सेतुना ॥

2. कविः—————— श्रीभवभूत्यादिसेवितः ।

   जितो ययौ—————— तद्गुणस्तुतिवन्दिताम् ॥

3. बभूव वल्मीकभवः पुरा कविस्तनः प्रपेदे भुवि

   —————— ताम् ।

   स्थितः पुनर्यो भवभूतिरेखया स वर्तते संप्रति——— ॥

VII. Write what you know of the following works and authors :— Gobhila, Rig-vidhāna, Devatādhyāya, Ekachūrni, Chaturadhyāyikā, Nidānasūtra, Aśvaghosha, Rāmila, Mahāvamśa, Vyāḍi, Khaṇḍanakhaṇḍakhādya, Mankha, Ashtāngahṛidaya, Laghumanjūshā, Rudrata, Chitramīmāmsā, Gangeśa and Śākaṭāyana.

VIII. On what grounds can you establish the posteriority of Yājñavalkya's code to that of Manu ?

IX. Who are the following characters and in what works do they figure? Bhairavāchārya, Pushpamitra, Somadatta, Vasubhūti, Vaiśampāyana, Malayaketu, Saudāminī, Śarvilaka.

X. Name the most important writers on Hindu Medicine, and give their approximate dates. Discuss the probability of any foreign influence on this science.

XI. Discuss the dates of the following authors:—Patanjali, Amarasimha, Āryabhaṭa.

XII. Write a short critique on the poetry of Kālidāsa, contrasting his poetic qualities with those of any other nature poet known to you.

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MONDAY, 19TH JANUARY, 2 TO 5 P.M.
HISTORY OF THE TAMIL LANGUAGE.

I. 1. Trace the history of the Tamil alphabet from the inception to the time it assumed its present shape. Show how modern Tamil characters, some of them, differ from those in the time of Tholkappiar. 2. The formation of vowel consonants (உயிர்மெய் எழுத்து) appears to be based on a certain simple process of linking the vowels with the consonants symbolically. Examine this.

II. "The genius of the Tamil language is utterly distinct from that of Sanskrit and there are characteristics peculiar to it." Examine carefully the first statement and give examples of the second.

III. 1. "The peculiar character of a nation is clearly traceable in its language. The people who above all else are contemplative and philosophical possess a language rich in its vocabulary of abstract thoughts and ideas. A language is full of expressions and words of a sensuous nature when those who speak them are a pleasure-seeking and a pleasure-loving people. A race which, owing to the peculiar character of the soil of the country which it inhabits, spends the whole time in hard labour for the necessaries of life and whose whole thought is directed towards the everyday concerns of life, possesses a language characterized by a dearth of words expressive of higher emotions and sentiments." State what you think to be the peculiar character of Tamil in respect of the above. Illustrate your answer. A writer speaking of the English language says: "Our strongest passions and emotions and endearing appellations, nearly all that applies to actual life and business find expression in the speech of the Saxons." Apply this to modern Tamil so far as its purely Dravidian element is concerned, and state whether Tamil is similar to English in this respect and state also if there exist other similarities between Tamil and English.

IV. The writer of the article "English Language" in the *Encyclopædia Britannica* says: "In an ordinary book, a novel or story, the foreign elements will amount to from 10 to 15 per cent. of the whole; as the subject becomes more recondite or technical their number will increase; till in a work on chemistry or abstruse

mathematics the proportion may be 40 per cent. But after all, it is not the question whence words *may* have been taken, but *how they are used* in a language that settles its character. If new words when adopted conform themselves to the manner and usage of the adopting language, it makes absolutely no difference whether they are transferred from some other language or invented off at the ground. In either case they are new words to begin with; in either case also, if they are needed, they will become as thoroughly native, *i.e.*, familiar from childhood to those who use them, as those that possess the longest native pedigree. In this respect English is still strictly the same language it was in the days of Alfred." Examine how far the above extract can with equal force be applied to the Tamil language in its relationship to Sanskrit, etc., illustrating your answers by examples.

V. "Every living language is in perpetual motion and alteration; some words go off, and become obsolete; others are taken in, and by degrees grow into common use; or the same word is inverted to a new sense and notion, which in course of time makes as observable a change in the air and features of a language as age makes in the lines and mien of a face." Illustrate with reference to Tamil. Do you find this idea expressed in the Tholkappiam? What is the corresponding Nannul sutram?

VI. 1. "The first thing that meets the stranger on landing at the coast of *Coromandel* is the number of rudely constructed rafts called *Cattamarans*. The dexterity with which the half-naked Indians of these parts use their oars should be seen to be admired. As he lands he finds all sorts of men approaching him. The first is the man who, with a smattering of English, volunteers his services to act between the Indians and the new comer. He is called *Dubash*. As soon as the stranger walks a few paces in the street, he comes across a heavy weight drawn by a number of men and women, one of them, the chief among them, called the *Maistry*, singing a song in *Tamil* said to be at least as old as the oldest language in the world; and the rest sometimes twenty or thirty in number uttering the chorus at certain intervals, the chorus being *Elélo, Elélo.* The headman gets no more than two pagodas per month: a pagoda being not more than seven shillings and a survival of the old *Pu Varagan* (star pagoda). The stranger soon drives through cool shady roads with bungalows and gardens on either side full of cocoa palms some of them so stunted that they yield when they are no more than six feet in height and which the people call *Nakkavari.* The dinner is ready as soon as the hotel is reached and the cook who is called *Kusini* is not behind his brother of the west in the culinary art." Write historical and other notes on the words italicised.

2. Write short notes on the following words:—வெரி், முசு, மரன், குமிழி, எழு, நின் and தெவ். 3. Derive: தோட்டம், எபாப்பு, இன்றைக்கு, அன்றில். 4. "The structure of the Dravidian verb is strictly agglutinative." Give the Nannul sutram which corresponds to this. Give one example and explain.

VII. Fix the dates of the following verses with reference to the
style and the words used therein, and without reference to what
you know of the works from which they were taken and the times
during which their real or supposed authors flourished :—

     1. பாடெட்டத்தேடிப்பணத்தைப்புதைத்துவைத்துக்
கேடுசெட்டமானிடரேகேளுங்கள்—கூடுவிட்டிங்
காவிதான்போயினபின்பாரேயனுபவிப்பார்
பூவிகாளந்தப்பணம்.—(நல்வழி.)

     2. குறவர்மகட்குச்சலாமிடற்கேக்கறகுமரனேமுத்துக்கு
மாரனேப்போற்றுதும்.—(மீனுட்சியைம்மைபிள்ளேத்தமிழ் )

VIII. State the chief features that distinguish the Tamil of the
Sangam period from that of the age of Kambar and his contempo-

TEXT-BOOKS (i).

*Kalitthogai, Patthuppdttu, Tholkáppiyam and Tamil Philology.*

    I. 1. எட்டுத்தொகையுள் எனையநூல்கள் பல்லோர் பாடிய
தொகை நூல்களாகவும், சலித்தொகைம்மாத்திரம் ஒருவரே
செய்த நூலென வேற்புடைத்தாகுமோ ? 2. அகமும் அகப்
புறமும் புறமும் புறப்புறமுமாந்திணைகளே வளைவழி அகத்திற்
குப் புறமிவை யெனவும் அகப்புறத்திற்குப் புறப்புறமிவை
யெனவுஞ் சுட்டுக. 3. குறிஞ்சிப்பாட்டும், பட்டினப்பாலேயும்
அகப்பொருட்டிறைகளுள் எவற்றின்கணடங்கும் ? அகப்பொ
ருள் கூறுமிவற்றை அகநானூறு ஆதிய நூற்றெருகைகளிற்
கோவாிமற் பத்துப்பாட்டின்கட் கோத்ததென்னே ?

    II. 1. " தொலேவாகி யிரந்தோர்க்கொள் நீயாமை யிளி
               [வென
       மேலயிறந்து செயல்கும்ந்த பொருள்பொரு ளாகு
               [மோ ? "
     என் ஆகாது? ஈண்டெக்கூறியது நேரியதேயாசவும், " ஆகு
மோ ? ' என்ற எதிர்மறை யோகாரத்துடன் கூடியதென்னே ?
2. தலேவிதானே தனது வனப்புமிகுதி கூறுதல் பெருந்தி
ணேயின்பாற் படுவதாசவும், ஆசிரியர் அஃது எனேத்திணேக்
கண்ணும் வழங்குவதாகச் செய்யுட் செய்தல் எற்புடைத்
தாகுமோ ? 3. ' இன்னிசை யெழிலிலிய யிரப்பவுமியைவ
தோ ' என்புழிமேகமெனவும் ' வளிதருஞ் செல்வன வாழ்த்தவு
மியைவதோ ' என்புழி வாயுபசவானெனவும் நேரே பொருள்

படவேதாயிருப்பவும், நச்சிஞர்க்கினியர் இவற்றிற்குமாருக
'ஞாயிறு' எனப்பொருள்கூறல் பொருந்துமா றெங்ஙனம்?
அன்றியுங் கற்புடையார் ஞாயிற்றுத் தெய்வத்தை வணங்குதல்
குற்றமாதலெவன்? ஞாயிற்று வணக்கம் எவ்வகை வாழ்த்தெ
னப்படும்?

III. 1. முல்லைப்பாட்டின் விஷயத்தைச் சுருக்கி யெட்டுவரி
களிலெழுதுக. 2. நக்கிரதேவர் காலத்திருந்த தூலக்கோலங்
கள் எவை? 3. மயிலே மகளிர்சாயலுக்குவமை கூறுதலன்றி
நடைக்குறுவமை கூறுதலுண்டென்பதற்கு மேற்கோள் கூறுக.
4. 'கந்தமிழ்' யென்பதென்ன? இது பத்துப்பாட்டினு ளெவ்
வெப்பாட்டினுட் கூறப்பட்டுளது? 5. 'கங்குலு நண்பகலுந்
துஞ்சா வியல்பிற்றுய், மங்குல்சூழ் மாக்கடலார்ப்ப' தற்கு ஆசி
ரியர் தங்குறிப்பேற்றி யுரைத்ததென்ன? 6. பொருநராற்றுப்
படையிற் பாடினியைப் புனைந்த புனைவின்கணுள்ள சிறப்
பின்னதெனக் காட்டுக. 7. புலவர் பாணர் முதலாயினுரை
அரசராயினேர் வழிவிடம்போது செய்யவேண்டிய மறபென்ன?
8. 'வாழைப்பூ' எதற்குவமையென வெடுத்தாளப்பட்டுளது?
யாண்டு? எவ்வாறு?

IV. 1. "தீயி னன்ன வொண்செங் காந்தட்
    வேற் கலித்த புதுமுகை யூன்செத்
    தறியா தெடுத்த புன்புறச் சேவ
    லூஉ னன்மையி ணுண்ணு துகுத்தென
    நெருப்பி னன்ன பல்லிதழ் தாஅய்
    வெறிக்களங் கடுக்கும் வியலறை தோறு
    மணவில் கமழு மாமிலைச் சாரல்."

இதனை விரித்து விளக்குக. இதன்கண் முதலடிக்குப்
பிறருரைத்த வுரை யாது? அதனை நச்சிஞர்க்கினியர் ஆராயு
மாறெங்ஙனம்? இதன்கணுள்ள அணிகள் யாவை?

2. "நின்குற்ற மில்லே நிரைதொடியும் பண்புடைய
    ளென்குற்றம் யானு மூணர்ச்சேலேன்—பொன்குந்
    தருவி கொழிக்கு மணிடிலே நாடன்
    றெரியுங்காற் நீய திலன்."

இது யார் யாரை 'நோக்கி எவ்வமயத்தி லெதுகருதிக்
கூறியது? இஃதெத்துறைத்து? இப்பாட்டின் உட்கருத்தெ
ன்ன? 3. 'அகலிரு விசும்பி னுயல் போல': இதற்கு நச்சி
ஞர்க்கினியர் கூறும் பொருள்யாது? இசற்கு உவமேயமெ

ன்ன? நேமிநாதவுரைகாரர் இதன்கணுள்ள 'ஆஅல்' என்பத
ஊக் கடைக்குறைக் குதாரணமாகக் காட்டியிருப்பவும், நச்சி
ஞர்க்கினியர் இதீன யிடைக்குறையாமென்றலெவன்? இருவர்
கருத்து மென்னவோ?

V. 1. செவிலியாற்றிடை மூக்கோர் பகவரை வினவியவழி
அன்னர் கூறிய வாய்மொழி யென்ணே? தெளிவுபெறக் கூறுக.
2. 'வேறோரா நெஞ்சத்துக், குறிப்பேவல் செயன் மாலைச்
கொளேநடை யந்தண்ர்': இதற்கு ஆசிரியர் நச்சிஞர்க்கினியர்
உரைத்ததென்ணே? இதற்கு வேறுமொரு பொருள் காண்க.
3. 'கவித்தொகை யுடையார்க்குச் சோதிடத்தில் (astrology) நம்
பிக்கையில்ல' என்னுங் கூற்றை வலியுறுத்தற்குத்தக்க மேற்
கோள் காட்டுக. 4. கடனகொள்வார் கொள்வுழிக்கொண்ட
மூகனும், அதீன யவர் கொடுப்புழிக் கொள்ளுநுமூகனும் வேறு
படொழிற்றைப் புனேந்து கூறும் பாவடிசீன வரைக.

VI. 1. இனி வருவனவற்றை இனிது விளக்குக :—(a) 'கதுப்
பென, மணிவயிற் கலாபம் பரப்பிப் பலவுடன், மயின் மயிற்
குளிக்குஞ் சாயல்.' (b) 'நெமெரக் கொக்கினறுவடிவிதிர்த்த,
தலைமாண் காடி.' (c) 'இசை நுவல் வித்தி னைசையே ருழவர்க்
குப் புதுநிறை வந்தபுனல்'. (d) 'வெண்புடைக்கொண்ட துய்த்
தீலேப்பழன்'. 2. 'காவிதிராக்கள்', 'கண்ணுள்வீணேர்',
'ஆரிப்படகர்', 'இறடிப்பொம்மல்', 'பாயம் பாடெதல்' என்ப
வற்றிற்குப் பொருளும்; 'அந்தணர், ஆடவர், மாயோன்,
பாதீம், தழிஞ்சி' என்பவற்றிற்கு நச்சிஞர்க்கினியர் கூறும்
உறுப்புப்பொருளும் எழுதுக.

VII. 1. "தானுல் விலங்காற் றனித்தாற் பிறர்வனைத்தால்
யாஇன யெறித விளிவரவால்—யாஇன
யொருகையுடைய தெறிவலோ யானு
மிருகை சுமந்துவாழ் வேன்."

2. "இளயர்முதியரென விருபால்பற்றி
விளயுமறிவென்னவேண்டா—விளயளுத்
தன்ருதைகாமநுகர்தற்குத்தான்காம
மொன்றுதநீத்தாளுளன்."

3. "ஒருயிராக வுணர்க வுடன்கலந்தார்க்
கீருயிரென்ப விடைதெரியார்—போரின்
விடனேந்தும் வேலாற்கும் வெள்வளேயிஜுக்கு
மூடனே யுலந்தஉயிர்."

4. "வாதுவல் வயிறே வாதுவல் வயிறே
நோவே னத்தை நின்னீன் றனனே
பொருந்தா மன்ன ரருஞ்சம மூருக்கி
யக்களத் தொழிதல் செல்லாய் மிக்க
புகர்முகக் குஞ்சர மெறிந்த வெஃக
மதன்முகத் தொழிய நீபோங் கூனேயே, அதனுல்
எம்மில் செய்யாப் பெரும்பழி செய்த
கல்லாக் காஊனயை மீன்ற வயிறே."

இவை முறையே புறப்பொருளின்கண் எவ்வெத்துறையி
னவாம்? இவற்றின்கணுள்ள அணிகளெவ்வெவை? இவற்
றுள் இரண்டாஞ்செய்யுளூ யலகிடுக. நான்காவது எவ்வியாப்
பிற்று?

VIII. 1. பாண்டவருங் கௌரவருங் சலித்தொகையில் யாண்
டெக் கூறப்பட்டௌர்? கூறப்படல் வேண்டிய காரண
மென்ன? 'திருதராட்டிரன்' எவ்வாறு புணையப்பெற்றுன்?
என்? விளக்கி யெழுதுக. 2. "செருமேம்பட்ட வென்றியர்,
வருமெனவந்தன் றவர் வாய்மொழித் தூதே" என்புழி 'வென்
றியர்வரும்' என்று கூறுதல், "பல்லோர் படர்க்கை" யென்ற
சூத்திரவிதியொடு மூரணுதலிற் பிழை யன்றே? 3. "இள
மை நாணி முதுமை யெய்தி, யுரைமுடிவு காட்டிய வர
வோன்" யாவன்? இதன்கட் பொதிகதையைச் சுருக்கி
எட்டெவரிக்கு ளொழுதுக.

IX. 1. 'சட்டை யணிதல், பாசரஙகூ': இவற்றைக்குறித்
தற்குப் பத்துப்பாட்டில் வழங்கிய சொற்றொடர்கள் எவை?
2. 'நெடுநெல்வாடை,' 'மீல படுகடாம்' என்ற நூல்களின்
பெயர்க்காரணத்தைத் தெளிவுறக் கூறுக. 3. நாற்றிசைக்காற்று
கட்கும் முறையே வழங்கும் பெயர்கள் யாவை? 4. ஆற்றுப்
படைகளெல்லா மெத்திணைக்கணெத்துறையி லடங்குவனவாம்?
5. 'அழுதல், அரற்றல்'; 'நினைதல், கருதல்'; இவை தம்முட்
பொருள் வேறுபாடேன்ன? 6. 'சுவை' யாவதென்ன? பெரு
மிதத்திற்கும் வெகுளிக்கும் பேதம் யாது? அச்சமும் அவல
மும் எவ்வெவற்றினடியாகப் பிறக்கும்?

X. 1. இலக்கணக் குறிப்பெழுதுக:—' ஒளியோடற்பாள்',
'மதித்தீத்தை', 'உண்ணலுறுமண்ணேன்', 'மறந்தைக்கு',
'தகநான்கு', 'எமியேம்'. 2. "யாமவ னின்றும் வருதும்"
என்புழி 'வருதும்' என்பது என்ன காலங்காட்டின்றது?

நியாயத்துடன் விடை யெழுதுக. 3. 'உடம்பொடுபுணர்த்தல்'
என்றுலென்னை? இதனையாசிரியர் தொல்காப்பியனூர் எதன்
கணடக்கினர்? இதனே யோருதாரணங்காட்டி விளக்குக.
4. 'ஆநின்று, இன்று, இறு' என்னும் நிகழ்கால விடை நிலைக
ளின் தோற்றத்தைப்பற்றித் திராவிடசப்தத்துவ நூலுடையார்
கருத்தென்னை? அதன் ஏற்புடைமையைக் குறித்துச் செவ்வ
னேயாராய்க.

I. 1. கம்பரும் கூலவாணிகன் சாத்தனரும் இன்னின்ன
நூல்களிற்பயின்றிருந்தார்களெனச் சில திருட்டாந்தங்களோடு
எழுதுக. இவர்கள் காலமின்னவென நியாயத்துடன் கூற.
2. இராமாயணத்திலும் மணிமேகலேயிலும் பரீக்ஷைக்குக்குறித்த
பாகங்களின் சாரமென்ன? 3. "சரத்தின்| தானையால்" கரதூ
ஷணரை வென்றவரும், "வெங்றி வெஞ்சிலையலால் வேறு வே
ண்டமோ" எனப்புகழப் பெற்றவருமாகிய இராமர் இராவணனு
டன் பொருதற்குத் துணே தேடியதேன்? 4. குரக்கினத்தைச்
சேர்ந்த வாலி சுக்கிரீவரிடம் மேலான அறிவு விளங்கின தெப்
படி? 5. இராமர் மறைந்து நின்று வாலியை எய்ததற்கு இர
ண்டெ நியாயமெழுத. எய்தபின் வாலி என்ன சொன்னன்?

II. 1. இராமர் பிறந்தகாலங்குறிக்க இராமாயணத்தி லென்ன
ஆதாரமிருக்கின்றது? கிறீஸ்துவுக்கு 961 வருஷங்களுக்கு மூன்
இராமர் பிறந்ததாக Bentely என்பவர் நிச்சயித்திருக்கிறார்.
உமது அபிப்பிராயமென்ன?

2. "திங்கள் நான்கின் வீரசுசுவென்பால்,"
"மாவியல் வடதிசை நின்று வானவன்,"

தென்றிசைக் கேகினேன்—இவற்றைக்கொண்டெ இராமலுட்
சுமணரும், "இருதிளேவெனில் எரிகதிரிடபத்து" என்றதைக்
கொண்டெ மணிமேகலேயுமிருந்த இடங்கள் நிரட்ச (equator) ரே
கையிலிருந்து இவ்வளவு தூரமிருக்கலாம் என்று கூறுக?
3. சூரியன் மேஷநாயனத்தில் கார்த்திகை நட்சத்திரத்திலும் அச்
சுவினி நட்சத்திரத்திலும் பிரவேசித்த காலங்களுக் கிடையிற்
சென்றவருஷங்களெத்தனே? மேலே குறித்த அச்சுவினி நட்
சத்திரப் பிரவேசத்தைக் கண்டெடித்தவர் யார்? 4. இந்து சோதி

டர்களுக்கு அயனசலனம் (precession of the equinoxes) தெரிந்
திருந்தது என்பது எதினுல் விளங்கும் ?

III. அடியில் வருவனவற்றை இராமாயணத்தைக்கொண்டு
விளக்க. 1. ஒருபொருளேக் குறிக்கும் பிரியாய நாமங்களில்
பொருத்தமுடையதைப் புணர்த்தல். 2. இயற்கைப்பொருள்க
ளின் இலட்சணங்களே உள்ளவாறு வர்ணித்தல். 3. வெவ்வேறு
நிலேமைக்குங் காலத்துக்குமிசைய மனிதர்குணஞ் செயல்கீள
விவரித்தல். 4. ஒருவன் தன் மீனவிக்குப் பிரியமில்லாததைச்
செய்ய வெண்ணியவிடத்து அவளேச் சமாதானப்படித்தும் உபா
யம். 5. மற்ற இலக்கியங்களில் அருகித்தோன்றும் நடை இரா'
மாயணத்தில் பரக்கக் காணலாம். 6. அடைமொழிகள், உவ
மை—இவற்றின் வனப்பு. 7. பெரியோரை எதிர்கொள்ளும்
முறை. 8. குறிப்பால் பொருளுணர்த்தல்.

IV. 1. நீடுநாகமூடுமேகமோடநீருமோடநேர்
ஆடுநாகமோடமானயாீனயோடவாளிபோம்
மாநிடுநாகமூடுசாரல்வாளேயோடும்வாயூ
டோடுநாகமோடவேங்கையோடும்யூகமோடவே.

2. முள்கிடும்குழியிற்புக்கழூரிவெங்களினல்யாீன
தொள்கொடுங்கிடந்ததென்னத் துயருழந்தழிந்துசோ
[ரும்.

3. இரக்கமெங்குத்தாயென்பாலெப்பிழைகண்டா யப்பா
பரக்கழியியிதுநீபூண்டாற்புகழையார்பரிக்கற்பாலார்.

4. அல்லல்செய்யலுனக்கபயப்பிழை
புல்லலென்னவும்புல்லலீலபொங்கினுய்.

(a) 1-க்குப் பதவுரையும் மற்றவைகளுக்குப் பொழிப்
புரையு மெழுத (b) 1-ம் செய்யுளின் பொருட்டெளிவுக்காகக்
கவி யென்ன செய்திருக்கிருர் ? (c) 2-வதில் 'குழி' என்றதற்கு
இலக்கியங்களில் வழங்குந் திரிசொல்லென்ன ? (d) 3.ம், 4-ம்
யார் யாருக்குச் சொன்னவை ? சொன்னவர்களின் தன்மை
என்னவென விளங்குகின்றது ?

V. 1. இவற்றுக்கர்த்தமென்ன ? (a) வரைமூதற் கலப்பை
கள் ; (b) எழுந்தவாப்பிகளிடரின செறிதயிரேய்ப்ப ; (c) கட்ட
போதல்லது மயிலேக் காண்டிமோ ; (d) களனவிலன்னம் ; (e)
எண்ணுளார் இயலுளார் இசையுளார் ; (f) தருமமோபிறிதொன்
ருமோ தக்கிலதென்னும் பக்கம் ; (g) கருமங்கட்டூளேயென்றல்

கட்டதோ ; (h) உயிர்கொண்டலதோவீலேயோ.    2. கலப்பை,
கட்ட, தக்கிலது, (h)-இல் ஈற்றிலுள்ள வீனே-இவற்றுக் கிலக்க
ணக் குறிப்பெழுதுக.

VI. 1. மேம்பட்ட தருமம் இராமாயணத்தின்படி யென்ன ?
மணிமேகலையின்படி யென்ன ? அவற்றுள் ஏற்றழுடையது
இதுவென நியாயத்துடனெழுதுக.    2. அனுமான், சுக்கிரீவன்,
புத்தன் இவர்களேக் குறிக்கும் டெயர்களில் இவ்விரண்டெகுறி
அவற்றுள் ஒவ்வொன்றுக்குப் பொருத்தங்காட்ட.    3. தம்பல்,
குறள், குறி இவற்றை யெந்தெந்தச் சொற்களுக்குப் டிகிலங்ப்க்
கம்பர் வழங்கியிருக்கிறார் ?    4. இராமாயணத்தில் வழங்கியிருக்
குந் திசைச்சொற்களே யெழுதுக.    5. பௌத்த சம்பிரதாய
வழக்குக்கு இரண்டுதாரணங்கூற.

VII. 1. "ஆங்கதன் பயனே யாருயிர் மருந்தா - யீங்கிப் பாத்
திரமென்கைப் புகுந்தது ; " "தவந்தீர் மருங்கிற்றனித்தயரு
முந்தேன்-சுமந்தென் பாத்திரமென்றனன்"—இவற்றை, " ஆத
ரித்தவனைக் காண்டற்கணுகினியென்னினன்னேன், தீரவித்
தலையச்செய்த செய்தவச்செல்வன்றே"—என்றதோடொப்பிட்
டெத் தவத்தின் நோக்கம், பேறு இன்னின்னவென்று தெரி
விக்க.    2. அடியில் வருவனவற்றுக் கர்த்தம்வேண்டும்.    (a) "காவ
தந்திரியக் சடவுட் கோலச்துத்—திவதிலகை செவ்வனந்தோ
ன்றிக் கலஞ்சவிழ் மகளிரின் வந்திங்கெய்திய விலங்குதொடி
நல்லாயார் நீயென்றலும்."    (b) "தாயிறுவாக்குழுவித்தயர்
கேட்டு."    (c) "நாத்தொலேவின்றி நன்சைமரிந்தபின்".    (d) பிற
வியென்னும் பெருங்சடல் விடை மறவினாவாயாங்குளாதாதவிற்
றெழுது வலங்கொண்டு வந்தேனீங்கு."    (e) நல்கினே சேளாய் ;
சலாகை நுழைந்த அசவை ; கலநிறை பொழியும் ; வடித்தேர்த்
தானே.    3. பசியின் கொடுமையை விளக்கும் திருட்டாங்தம்
மணிமேகலையிற் காட்ட.    4. " சவ்வையின்றுக நுங்கள்வரவு"
—இதையொத்த அடி மணிமேகலையிற் காட்ட.

VIII.  அறவணர்தொழுத காதையைச்சுருக்கி யெழுதுக.

IX. 1. (a) வல்லப்புலிமூசவாயிற்சருப்பின்மற்றபிறப்பைக்
              கொல்லம்புலியொர்வகுளங் கொண்டார் சொடுங்
                              [கோகு கட்டிச்
              சல்லம்புலியிட்டெடிரிடப்பாய்வதுதா யென்றிங்
                              [கோர்
           இல்லம்புலியுழுண்டம்புலிமீளவெழுகின்றதே.

(b) போந்தேறுகவென்றிமையோர் புகலினும் பூந்தொ
[முவின்
வேந்தேறநடர்த்தவன்வீடேபெறினு மெழிற்குரு
[கூர்
நாந்தேறியவறிவன்றிருவாய்மொழிநாளுநல்கும்
தீந்தேறலுண்டெழுஞ்சித்தியேவந்து சித்திக்குமே.

a-க்குப் பதவுரையும், b-க்குப் பொழிப்புரையுமெழுதுக.

2. சடகோபரந்தாதியைப் "பதிகம்பதிகமதாக விசைத்தனனே"
—என்றதென்ன? 3. சடகோபரந்தாதியில் நம்மாழ்வார் பிறப்பு
முதலியன எவ்வாறு குறிக்கப்படுகின்றன? 4. அடியில்வருவன
வற்றின் பொருள்கொண்ட அடிகளே அந்தாதியிற் காட்ட.

(a) செய்வதறிகல்லேன் யாதுசெய்வேன்கொலோ ஜவாயரவினி
டைப்பட்டு. (b) கிணற்று நீரை வெள்ளங் கொள்ளாது.

5. இவற்றை விளக்க:—(a) அன்றுத அன்றில்; (b) சரவாதம்,
(c) கண்டமாற்றம், (d) திரக்குங்கழை, (e) உரிக்கின்றகோடல்,
(f) தென்னாபுரைக்கும், (g) துரைதுடைத்து, (h) தென்றலேத்
தோன்றும். 6. இவற்றின் பொருளும் சந்தர்ப்பமும் விளங்க
விரித்துரைக்க—(a) பொன்முடியாற் கடலூர்த்த வில்லான்;
(b) தாய்போலுதவி செய்தாய்க்கடியேன்; (c) குருகைப்பிரான்
வந்து சந்தித்தது; (d) வேலேசுட்டசிலேயாரமுதினடி.

X. இவற்றுக்குதாரணம். 1. தமக்கென்று பொருளில்லாத
வினைகளுக்குச் சந்தர்ப்பத்தின்படி பொருள்கொள்ளல். 2. பால்
தெரியாவிடத்துப் பலர்பால் வழங்கல். 3. ஒரு சொல்லே இரு
முறையடிக்கல் பிற்காலத்து வழக்கு. 4. திணைவிரவினவிடத்து
மிகுதியால் வினையமைத்தல்.

WEDNESDAY, 21ST JANUARY, 10 A.M. TO 1 P.M.

ESSAY.

Write an essay on :—
The Hindu ideal of womanhood, giving quotations from
Dravidian authors to substantiate your statements.

THURSDAY, 22ND JANUARY, 10 A.M. TO 1 P.M.

TEXT-BOOKS (iii).

*Thévúram, Periyatirumoli, Koirpuránam, Prabódhachandródayam.*

I. 1. தமிழும் கீர்வாணத்தைப்போலவே தேவபாஷை என்
பதற்குச் சரித்திர சம்பந்தமான நியாயங்கள் கூறுக, 2. திரி

பதார்த்தங்களுக்குச் சைவசித்தாந்திகளும், வசிஷ்டாத்துவைதி
களும் வேதாந்திகளும் முறையே வழங்கும் பரிபாஷா வசனங்
களெவை ? 3. தேவாரம் தமிழ் மறையென்பதற்கும், பெரிய
திருமொழி நம்மாழ்வார் பிரபந்தத்திற்கு அங்கமென்பதற்கும்
நியாயமெழுதுக. 4. வேதமோதுங்கால் ஆதியிலுயர்ந்தத்திலுங்
கூறவேண்டிய மொழிகளுக்குப் பொருத்தமாக எம்மொழி
களேத் தமிழ் வேதபாராயணத்திற் கூறுவது மரபு ? அவ்விரு
மொழிகட்குமுள்ள சமானத்தன்மையை விளக்கிக் காட்டுக.

II. 1. திருநாவுக்கரசு சுவாமிகள் ஏனைய மதங்களே இன்ன
வாறு கருதிருரென்பதற்கு அவருடைய தேவாரத்தையே பிர
மாணமாகக் காட்டுக. 2. வேதத்திற்கும் ஆகமத்திற்குமுள்ள
பேதம்யாது ? 3. அத்துவைதக்சலப்பை வாசீசர் என்ன உதார
ணங்களினுல் விளங்குகின்றனர் ? 4. " ஆடன் மயானத்து உகி
ழ்ந்தமைந்தன்." ஈண்டு மயானமென்டெதுரனே ? ஏதேனும்
மேற்கோளுடன் விடைபகர்க. 5. "பாறுடைத்தீலைகையேந்திப்
பலிதிரிந்துண்பர்போலும்."—இது விஷயமாகச் சைவசித்
தாந்திகளும் வசிஷ்டாத்துவைதிகளும் கொண்ட கோட்டாடு
களே விரித்துரைத்து, அவற்றைச் சமரசப்படத்துவதற்கேற்ற
நியாயங் காட்டுக. 6. " பின்னிலேன் மூன்னிலேளுன் பிறப்ப
றுத்தருள் செய்வானே "—இதை நன்கு விளக்கி, இதனுலறி
யத்தக்கதிஃதென விளக்குக.

III. 1. பெரியதிருமொழியிலே நீர் வாசித்த பாகத்திலுள்ள
எவையேனுமிரண்டு கேரைவைத்துறைகளே அவ்வவற்றிற்குரிய
இளவி சகிதமாகக்குறிப்பிடுவதுடன்றி, அவ்வவற்றின் ஞானர்த்
தங்களேயும் விளக்குக. 2. கோவைத்துறைகளிலே, பாங்கன்,
பாங்கி, செவிலித்தாய், நற்றுய், இவர்கள் ஞானர்த்தத்தில்
எவை ? 3. " பணியன்னவ "—இதற்கு வியாக்கியானக்காரர்
கள் கூறும் பொருளென்ன ? 4. " இடைகழிடைந்தன் "—
இதனுலதகரிக்கப்படும் சரித்திரம் யாது ? 5. திருக்கண்ணம
ங்கை யிலுள்ள பெருமானேவலுழ்த்துங்கால் ஆழ்வார்—" நின்றை
பூர் நின்ற நித்திலத்தொத்தினே "—என்பானேன் ? 6. வைணா
வசித்தாந்த ஆகமத்திற்கு என்ன பெயர் யாது காரணத்திளுல்
வழங்குகின்றது ?

IV. 1. உமாபதி சிவாசாரியரது செய்வீகத்தன்மையை விளக்
கத்தக்க எதேனு மொரு செய்யுளே எழுதுக. அவரது கால
த்தை எதைக்கொண்டு எதுவென அறியலாகும் ? 2. சிதம்பர

மான்மியத்திற்குக் கோயிற்புராணமென்னும் பெயர் எவ்வாறு
பொருத்தமுடைத்து? வைணவர் எதை யாது காரணத்தினுல்
கோயிலென்பார்? 3. உமாபதிசிவாசாரியர் சைவசமயாசிரியர்
கீளவழுத்தங்கா லனுசரித்த வரிசைக்கிரமத்திற்கும், மூவரை
ஒரு பாசுரத்தாலும் மணிவாசகரைத் தனிப்பாசுரத்தாலும்
துதித்ததற்கும் தக்கநியாயம் கூறுக. 4. மணிவாசகரைப்பற்றிய
தோத்திரத்தில் அவரது நூலெவ்வாறு உதகரிக்கப்பட்டிருக்
கின்றது? 5. கோயிற்புராணத்தில் மானிடப் பிறவியை வியக்
குஞ்செய்யுளையும் அதற்காதாரமாக நீர் வாசித்த தேவாரப்பாசு
ரத்தையும் வரைக..

V. 1. தேராட்டிக்சயங்காட்டிந்திரண்மாக்கட்டயறூட்டிப்
    போராட்டிப்புறங்காட்டிப்போங்காட்டிற்புலால்சமழு
    நீராட்டிச்சூர்மாட்டிநிகழ்நாட்டிற்புகழ்நாட்டும்
    பேராட்டிசீராட்டெம்பிள்ளையார்கழல்போற்றி.

முதலிரண்டடிகளில் கீற்றிட்ட சொற்களைமாத்திரம் பிரித்
தும், மூன்றுவது நான்காவது அடிகளில் கீற்றிட்ட சொற்களு
க்கு நயங்காட்டியும் பொழிப்புரை எழுதுக.

2. பரபதகங்காதரவிந்தாசனனுச்சிச்
    சிரமரிகண்டாவிருடருகண்டாமிகுதெவ்வர்
    புரமெரிகண்டாபவமெரிகண்டாவெனவோதிக்
    கரமலர்சிந்தாவரகரவென்றூர்சணநாதர்.

கீற்றிட்ட சொற்களுக்குப் பொருத்தமான வடமொழி
நாமங்கீள யமைத்து இச்செய்யுளுக்குரை பகர்க. 3. "உலகும்
பர் சென்று தொழவருள் சுரக்குஞ் சிவகாமசுந்தரி"—இதற்கு
இருவகையாகப் பொருள்கூறுக. 4. நடேசப் பெருமானும்
உமாதேவியாரும் ஒருவரையொருவர் நோக்கி நிற்பதன் சைவ
சித்தாந்த வுண்மை யாது? 5. உமாபதிசிவாசாரியர் கூறும்
அனுதி நித்தியப் பொருள்களெவை? 6. "ஓராதவர் மோகமொ
ழித்தருளா லொருகாணடமாடலுகந்தான்."—எதனே ஓராதவர்?
கடனமெவ்வா றதினயகற்றும் பான்மையாது? 7. அனந்தீன
நோக்கி "எம்மையுண்மை செப்புது முணர்கவென்று கூறி
னுன் தேவதேவன்." கூறியவுண்மையை ஒரு பக்கத்துக்குமேற்
படாமலெழுதுக.

VI. 1. சத்துவசிரத்தை உபநிடதையிடன் செல்லப்புறப்படெ
தல் எவ்வாறுவமிக்கப்படெின்றது? 2. தமன், சந்தோஷன் மூத

லியோர்க்கு முறையே விரோதிக்களெவர் ? 3. சத்துவசிரத்தை உபநிடதையிடஞ் செல்லப் புறப்படுதல் எவ்வாறு உவமிக்கப்படு கின்றது ? 4. இரவச்சம், குலமகளிரிலக்கணம், அகங்காரம், இவற்றிலேதேனு மொன்றைப்பற்றி நீர்வாசித்த கருத்தை ஆசி ரியப்பாவிலமைத்தெழுதுக.

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SATURDAY, 24TH JANUARY, 10 A.M. TO 1 P.M.

### HISTORY OF TAMIL LITERATURE.

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*N.B.*—The answers to be in Tamil.

I. "Every poet must, by that large sympathy which is part of his nature, reflect in himself the prevailing ideas and influences of his time." Refer to some Tamil poets, and examine the work of one of them, in illustration of the truth of this statement.

II. Write notes on:—ஊசிமுறி, நாந்தி, பரணி, வெள்ளிப் பாட்டு, மேற்கணக்கு.

III. Explain clearly the allusions in any three of the following:—
1. "கொண்டவன் பின்சென்று மண்டலத்தே புகழ்கொண்ட பிரான்." 2. "நந்திகலம்பகத்தான் மாண்டகதை நாடறியும்." 3. "கொம்பை வெட்டிக் கால்கொடும்." "4. காவலவன், மண் ணிற்கடலின் மேலயிற்பெரியதென, எண்ணிக்கொடுத்த வேற் றக்கை." 5. "சோழன் சிவாற்பரச்சொல் தோற்றலைமைதானிந்த வுலகேழு மறிந்தது." 6. "கரும்பிற்கணு நிகர்த்தேன்காண்."

IV. 1. Illustrate the distinctive qualities of the writings of சித்தலேச்சாத்தனூர், புகழேந்தி and திருவெண்காட்டடிகள் by reference to specific works. 2. Three authors go by the name of பெருந்தேவனூர் in Tamil literature. State their respective age, religion and works. 3. Name the works in which the following personages figure:—செல்வநம்பி, சயம்பிரபை, தேவந்தி, வண் டையர்கோன். 4. What are the works included in இயற்பா ? Name any six of பண்டாரசாத்திரம்.

V. 1. Arrange in chronological order, assigning very brief reasons:—திருஞானசம்பந்தர், சடகோபர், வாதவூரர், இராமானு சர், பேராசிரியர், சேக்கிழார். 2. Name (a) the works of அமிர்த கவிராயர், குருபாததாசர், காங்கெயர், திருவரங்கத்தமுதனூர்: (b) the authors of அழகர்கலம்பகம், திருச்சந்தவிருத்தம், வை ராக்கியசதகம்: (c) the commentators of கல்லாடம், தண்டியலங் காரம், திருவிருத்தம், சித்தியார்பரபக்கம். 3. Who are எம்

C—35

பெருமாளூர், தென்னவன் பிரமராயன், நாவீறர் and கொல்லி
காவலன்? 4. Name the earliest and the latest of the metrical
lexicons. 5. How far is Tamil literature indebted to the Tamil
colonists of Ceylon?

VI. 1. From what works are the following taken?—(a) " பழி
யின்மை மக்களாற்காண்க." (b) "பிற்றை நிலே முனியாது கற்
றனன்றே." (c) " அறிவெனப்படுவது பேதையார் சொன்றேன்
நல்."

2. Cite parallels from Tamil literature for any three of the
following :—

    (a) " Virtue is the fount whence honour springs."
    (b) " Hunger is sharper than the sword."
    (c) " It is more blessed to give than to receive."
    (d) " Poverty is the Muse's patrimony."
    (e) " To revenge is not valour, but to bear."
    (f) " Sum up at night what thou hast done by day,
        And in the morning what thou hast to do."

3. Give examples from Tamil epics (giving approximate
references or explaining the contexts) of :—(a) " இயம்புமொழி
கிள்ளே யிரங்கிசையாழ்வீணே, வயங்கு கருங்குயில் வண்பூவை."
(இரத்தினச் சுருக்கம்.) (b) " நந்துடனே பூகம் வரிக்கழுத்து."
(ஷி.) (c) " கொண்ட வுரோடக்கொடிக்கே பெறும்பொழுக்
கும், வண்டொடாழுக்கும்." (உவமான சங்கிரகம்.)

VII. Into what epochs would you divide the History of Tamil
literature? State briefly the chief features that distinguish San-
gam literature from Post-Kamban literature?

VIII. Prepare an article (not exceeding two pages of your answer
book) on Tamil prose literature for a Tamil magazine.

IX. Comment upon :—

    " திருமாற்பயோதத்தித் திருமந்திரவழுதிஞேத் திரும
               [சட்குயின்முகந்து
    சேஞேமுதலிக்கோப் பெயக்காரி செய்ச்சூேத்தேங்கி
               [ஊதமுனியாகு
    மருமாற்கடம்வார்ந்துயக்கொண்ட வள்ளன்மடெவார்
               [ந்து சீராமெரென்வா
    யால்வழியியாமுஞரிய வுந்தியுந்திபூன்றுரியக்காவி
               [ஞெழுகிக்

கருமாற்றிராமானுசக்குளங் கழுமியெழுபானுக்கு தூ
[ம்புகாலக்

காசினிப்பீணபுயிர்க்கூழ் வளரவயன்மதக்காராக்கண்
[மேய்ந்தடாது

பெருமாற்குவீணயுள்வீட்டையப் புறந்தரும்பெருவே
[லியாமெய்பிரான்

பேசுபயவேதாந்ததேசிசன்று தொழுவல்பேரழசனூற
[ழையவோ."

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MONDAY, 19TH JANUARY, 2 TO 5 P.M.

## HISTORY OF THE TELUGU LANGUAGE.

I. 1. To what family of languages do modern philologists generally trace Telugu and other Dravidian Dialects, and for what reasons do they exclude them from the Indo-Aryan Family?

2. Compare the names of the most common ideas, including personal pronouns and cardinal numbers, in Telugu and any other Dravidian Language to show that they are cognate to each other.

II. 1. Compare the Telugu Alphabet with the Sanskrit and Kanarese Alphabets.

2. Can you infer from a reference to the words ' లిపి ' and ' ప్రాంత,' what instruments of writing were employed by the ancient Aryans and the Telugu people?

3. What is Ardhanuswaramu? What are the general rules to determine its place?

III. 1. Languages are, on morphological considerations, divided into four classes. What are the names and distinguishing features of these classes? In which of these classes would you place Telugu? What are your reasons for doing so?

2. Explain clearly what you mean by ' ప్రకృతి ' and ' ప్రత్యయము.'

3. Which of the so-called విభక్తి ప్రత్యయములు do not really deserve the name? Give reasons in support of your answer.

IV. How are present and future tenses formed in Telugu, according to (1) Andhra Sabda Chintamani and (2) to Andhra Bhasha Bhushanamu? Which of these forms do you consider to be of more recent origin and why do you consider so?

V. 1. What are ' తద్భవములు '? Distinguish తద్భవము from విక్రతి.

2. Give instances of Tadbhavams with denotations changed, and with denotations narrowed.

3. Give three examples in support of the statement that after the advent of the Aryans into the Telugu country some of the native words were 'degraded' in sense.

VI. 1. Give an account of the Pre-Aryan civilization in the Telugu country from a study of the Telugu Vocabulary.

2. Write etymological notes on 'ఆఁదుది,' 'కొనియాఁడు,' 'తెలుఁగు,' 'వెలుఁగు,' 'ఇఁగలు,' 'మఁగలు,' 'కోఁవెల,' 'ఇల్లటము,' 'చలువయిసుక,' 'చందమామ.'

VII. 1. Estimate the evidence for and against Nannaya's Authorship of Andhra Sabda Chintamani.

2. To what extent is Telugu influenced (a) by Dckhani and (b) by English?

3. Illustrate the remark that "Sanskrit has left its marks even in the Syntax of the Telugu language."

VIII. 1. How do you account for the scarcity of philosophical and scientific literature in Telugu?

2. Is there evidence to show that there had been Telugu Literature before the translation of Mahabharata?

3. What are the linguistic peculiarities of the three periods of Telugu Literature?

IX. 1. Are there indigenous metres in Telugu Poetry? What are they? How are they indigenous?

2. Account for the existence of 'విశ్రమము' in the Telugu Prosody. Give two examples from Tikkana's composition to show విశ్రమము in Telugu is not what it ought to be according to its meaning.

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TUESDAY, 20TH JANUARY, 10 A.M. TO 1 P.M.

### TELUGU: TEXT-BOOKS AND GRAMMAR (I.)

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*Bharatamu, Santi Parvamu, Cantos 4 & 5; Manu Charitra, Canto 4; Yayati Charitra, Cantos 3 & 4; and Bilweswari-yamu, Canto 1.*

I. 1. ఈపయి గ్రంథములకుఁ గృతికర్త లెవరు ? ఇవెవరికి సంకితముఁ జేయఁచబడినవి ? 2. భారతకవులకు బిరుదునామంబు లెవ్వి ? 3. మనుచరిత్రము, బిల్వేశ్వరీయము, యయాతిచరిత్రము—ఇవి యే మూలగ్రంథములనుండి తేఁబడినవి ? 4. మనుచరిత్రకారుని కవితా ధోరణి యేలాటి, ధ్రుని ప్రసిద్ధమయినదో సకారణంబుగఁ దెలుపునది.

What is the striking peculiarity in style of Canto 4 in Manu Charitra? 5. మనుచరిత్రకావ్యం డన్యభాషాపదములం ప్రయోగించి నందులకు నుదాహరణముగా మీరు చదివినభాగమునుండి యొక పద్యము వ్రాయునది. ఇతనిసమకాలికు లెవరు? 6. భారత మితి హాసమా పురాణమా? తల్లక్షణంబు లెవ్వి? 7. When and during whose time was Yayati Charitra written? Give reasons for your answer. 8. శాంతిపర్వంబునకు " శాంతి " యనునామం భేకారణం బునం గలిగి యుండు నని యూహింపవచ్చును? 9. ఆశ్వాస మనగా నేమి? సంస్కృతకావ్యములందును, నాటకములందును నిట్టిసంకేత నామంబు లెవ్వి? విశ్వేశ్వరీయములో బింబ మని చెప్పుటకు గార ణంభేమి?

II. 1. యయాతిచరిత్రలో శ్రీరామలకథ వచ్చుటకు హేతు వేమి? 2. విశ్వేశ్వరీయమును రచించుటకు గారణములు దెలిపి యీకృతి కర్తచేc జేయబడినయితరగ్రంథములc గొన్నిటినిం బేర్కొనునది. 3. మనువు లెంజెఱు? ఇప్పటిమను వెవcడు. 4. మంకి అనునతcడు తనలోc దాను చెప్పుకొన్న సంగతియొక్క సారాంశం బెద్ది? ఈతని చరిత్ర మేసందర్భమునc జెప్పcబడ్డది?

III 1. జ్ఞానశిఖిన్రసోఘమొగీc గ్రాంగంగంఘావళియంత్రసంచయం బూనికమైc జలింప నఘుమో పాగ దొయ చన భాషయన్నహాం భోనిధి సంచరించు నిది పుణ్యజయధ్వజధూమనౌకగా పోనగుదీనcబుణ్యులకుcబోందుగసాగరశాయిc జూడcగc.

2. వేలుంగొమ్ములు నేలc దారసిలినట పెళ్లంగరాకుండcగా లోలోల్రదిమ్మరునాలిగాద్పులుపగగ్ల్రనేలుంcబూcదావుల్ జాలర్ మ్రుచ్చిలి ప్రోవ బట్టుకొని పజ్జంబచ్చుగంఛార్లలో సోలర్ గావలీc బెట్టెసామనియనంజూ పట్టెరేcదోcటలర్.

3. గళగర్భ్రతోడనిర్యత్కళాహక హనిసందోద్ధాఢహాసంబు భూభఱ్ ద్బిలముల్ ప్రోయింపc గావంబినిగతినిబాగ లౌవంచమి . స్నైల్ల మైకాc

జలితౌన్న్రకూరదంతత్తరదవననత్కారకీలలవేల్ల
జ్వలనజ్వాలాభజిహ్వాంచలుఁ డగుచుగదఞ్జా శేముల్ ద్రిప్పి
                                                        [కొంచుక.

4. నాలుగింటను వెండియు నాలుగింట
   కెంట నయిదింట మతియును కెంట వేర్చి
   యజ్ఞశీలు రారాధింతు రట్టివిష్ణు
   డిషదాయి ప్రసన్నుఁ డయ్యెదును నాకు.

    మొదటిపద్యమునకు అచ్చతెనుగుపదములతోఁ దాత్పర్య
మును, రెండవపద్యమునకు దత్సమపదములతో దండాన్వయమును
మూఁడవపద్యమునకు ప్రతిపదార్థమును నాలుగవ పద్యమునందలి సం
ఖ్యలవలనఁ దెలియఁజేయఁబడువిషయములను సవిస్తరముగా వ్రాయ
నది.

    IV. 1. మనువునకు స్వరోఁ చి యనుసామం చేల గలిగెను ? 2. ద్వా
దశ రాశ్యాత్మకము మహాక్షేత్రమని యొట్లు సమర్థించ నగు ? 3. త్రివిధ
శరీరంబు లెవరెవరికి వేద్యంబు లగును ? 4. కాశికి బిల్వపురమునకుఁ
గలతారతమ్యము నిరూపించునది. 5. అప్రయుక్తాదిదోషంబులు—
ఇందు " ఆది " శబ్దము వలన మతి యే దోషములు బోధకము లగును ?
6. బిల్వారణ్యము బిల్వపురి యగుటకు గారణం బేమి ? బిల్వపురికి
నిప్పటినామం బెయ్యది ?

    V. 1. పంచముఖాననపంచకంబనఁ — ఇందు పంచముఖుం డె
వఁడు ? తదానంబులం బోలినవేవి ? పంచశిఖుం డెవఁడు ?
2. ద్రాఘీయః ప్రతిభ—ప్రతిభలక్షణం బేమి ? 3. అమృతా
పహరణార్థ మరుగుపక్షిస్వామి—ఇందలి వృత్తాంతం బెయ్యది ?
4. దేవయానికిఁ గచునకం గలిగినసంవాదంబున నీతి యేమి ? 5. వివా
హము లెన్ని విధములు ? వానిం బేర్కొని యయాతిదేవయానులవివా
హము శాస్త్రసమ్మతమో కాదో విమర్శింపుదు. 6. ' గ్రహపంచ
కంబు రవి చేరఁ బోనిలగ్నంబునఁ '—గ్రహపంచకం బెద్ది ?

VI. 1. సదోపవాసి, ఆమాంసభోజి, విఘసాశనుడు, అమృతాశి—ఎట్టిగుణంబులు గలవా రీసామంబులచే చెప్పబడుదురు ? 2. బ్రాహ్మణాదులకు వర్ణ మనునామం చేల గల్గె ? 3. శారీరమానసదుఃఖములు, త్రిగుణోత్పన్నంబు లగుగుణములు, ఏవి ? 4. లక్ష్మీ దేవికి " అష్టమ దేవత " యని యేల చేయ గల్గె ? లక్ష్మీ యెవరియొద్ద నివసించును ? ఎవరిని నిరాకరించును ? 5. ఎట్టివారికి నవిమిషులు ప్రసన్నులగుదురు ? 6. కలహప్రియుం డైననారదునకు సర్వభూతసమ్మతుడు, అఖిలజనప్రియుండు, అను నామంబులు విరుద్ధములు కావా ? సహేతుకముగాఁ దెలియఁజేయునది. 7. భీష్ముం డేకారణమున శరీరము విడుచుటకై కాలము నిరీక్షించెనో సవిస్తరముగాఁ దెలుపుదు. 8. మానుషపిత్రృదేవాబ్దంబులకం గలతారతమ్య మేమి ? 9. షోడశ వికారములు గలనవద్వారపురంబున వ్యాపకుం డైననాడు కూటస్థుండు—Explain this fully.

VII. 1. వృత్తి యన నేమి ? కాశికందు—ఇది యేమివృత్తి ? 2. కర అనుశబ్దమునకు నుపసర్గలేనింటిని గూర్చి ఆర్థమను విమర్శించునది.

VIII. 1. —————————————

——————————————చాడ్పున యోగతంత్రేరో
ధనమగులలోఁభజాతదురితత్వజముం బెడఁబాచిసత్పథం
బునఁజేయించుయోగిసుఖమూ ర్తితసుస్థిర గావహించుఁచూర
Fill up the blanks.

2. శశివదన, పృధ్వి, ప్రభాత—ఈవృత్తలక్షణము లేవి ?

3. కమనీయసద్గుణనికాయదయాంబుధి కామితార్ధదా.—ఇదియే పద్యపాదము ? యతిస్థానము చెలిపి గణవిభజన చేయునదు.

IX. 1. సంస్పృష్టి, సంకరము,—వీనికిఁ గల భేదములను చెప్పునది. సంస్పృష్టికి మీపఠనగ్రంథములనుండి యొకయుదాహరణము వ్రాయుదు. 2. వ్యతిరేకము, తాద్రూప్యరూపకాలంకారము,—వీనికిఁ గల తారతమ్య మేమి ?

X. Contrast the character of Yayati with that of Bhishma.

## TELUGU: TEXT-BOOKS (II.)

*Vasu Charitramu, Bhágavatamu, Prabandha Rája Vijaya
Vénkatéswara Vilásamu, and Chitra Bháratamu.*

I. 1. What is Appakavi's estimate of Potanna's literary capacity? Compare his opinion with that of Kúchimanchi Timma Kavi and state what you think of the difference.

2. Give a short account of the author of Chitra Bháratamu and the person in whose name it is inscribed. Comment upon the name as applied to the book you have studied referring briefly to the story therein.

3. How does the style of Bhágavatamu differ from that of Vasu Charitramu? Mark the changes which the Telugu language underwent during the period that intervened between the writing of the two Books.

4. Compare Prabandha Rája Vijaya Vénkatéswara Vilásamu and Vasu Charitramu with regard to (a) style and (b) originality of ideas.

5. What is the original source of the story embodied in Vasu Charitramu? Wherein lies the author's originality?

II. 1. Give a short account of Nárada's original parentage and his subsequent elevation to the position of a శుద్ధసాత్త్విక. Derive the word Nárada. What do you know of Aswattháma's చూడాం తర్మహారత్నము? 2. Who is an అతతాయి? Explain what is meant by the expression సగుణ నిర్గుణ రూప భద్రభాషణములు.

3. What is భక్తియోగము? Name the other యోగములు, explaining their nature in a few words. 4. What are అపవర్గము, ధర్మము, తత్త్వము and అవిద్య? Why was సత్యవతి known by the name of వాసవి? 5. Explain ప్రాయోపవేశము, అవధూతమూర్తి, గృహమేధి, కైవల్యము and ధారణ.

III. 1. తరుణీరత్నము పద్ని ని

పరికింపఁగ నినుఁడ వీవు భామినికి భవ

త్కరసంగతి చేకూరఁక

దొరకునొకో సంతసము చతుష్ష ఖజనకా.

Give the meaning of this verse so as to bring out the ధ్వని. Refer to a verse in Vasu Charitramu wherein a parallel idea is found.

2. Kunti says that various reasons are assigned for Krishna appearing in the world as a human being. State them.

3. In the editor's introduction appended to ప్రబంధరాజ విజయవేంకటేశ్వర విలాసము, there is the following statement :—

" శ్రీ కృష్ణదేవరాయలవారియా స్థానకవులకు నిక్కువ యీయవలివాఁడు గనుక సక్కాలపు కవిచక్రవర్తి యగుబట్టుమూర్తిగారిచేఁ విరచితమగు 'నరసభూపాలీయము' అను కావ్యాలంకారసంగ్రహమును నిక్కువ పూర్ణముగఁ జదివి యందలిలక్ష్యము లగుపద్యములం బోలినపద్యము లింప నేకములు ప్రాసియున్నాఁడు." (a) Can you bear this out by adducing instances ? (b) How does the editor conclude that the author came after the poets of Krishna Deva Ráya's Court ? (c) Discuss the foregoing statement regarding the authorship of నరసభూపాలీయము.

IV. 1. చక్కనినసుమముక్క సంపంగిమొగ్గపైఁ బోదలెడిచూపుఁ దుమ్మెదల నిలిపి. Compare this idea with its parallel in Vasu Charitramu. 2. వనితవేనలిఁ జూచి వనధరమవనతంతిఁ జేది ధర మయి కదిసి నిల్వ. Explain clearly bringing out the beauty of the idea involved here. 3. కలికివదనాంఘ్రిర్తోమాళికాంతి కళికి తోఁగలచెలి గందుచుచు బదాఁఉతుసుక లయ్యే ౹ దమ్మివిరియుచు నూఁఉఖండమ్ము లయ్యేఁ౹జిలుప దలవంచుకోఁసుచు వేచిద్రుప లయ్యే— ఇందుకుఁ దాత్పర్యము ప్రాసి యందలియలంకారములం తెలుపునది. 4. కనకాంగి యనుట యీకలికి కలరు—అలమేలుమంగం గనకాంగి యనుటెట్లు ? అలమేల్మంగ మహామ్యతరూప మెట్లందను ? ఏల యచ్యుతరూప మందెనసుట ? 5. ఉద్రేకంబున రాయ శస్త్రిధరులై యుద్ధావని నేలు కించిద్దో ఏ)శాంబును నీకుఁజేయర బలాఁ త�్నేంకంబుతోఁ శీఁకటిఽ. Who is the speaker and who the listener ? To whom does this refer ? Write notes on the prosody herein.

V. 1. కుకవిప్రణీతకృతి యెట్లు సామాన్యాక్రుతిఁఖి బూని పైపై వన్నెల్పచరించుచును ? వసుచరిత్రమును '" మిశ్రకథగా నొనరింపు " మని కవికిఁ గృతిపతి యేల చెప్పెను ? దీనంగూర్చి మీ యభిప్రాయ మేమి ? 2. What evidence is there in Vasu Charitra to show that

its author was in fact a సంగీతకళారహస్యనిధి ? Point out the verse or verses which show his undoubted claim to the title. Explain the gist of such verses. 3. Is poetical license, as understood in English Literature, allowed in Telugu literary compositions? If so, to what extent?

VI. 1. అలఘుక్రినిధి యానగేంద్రతనయయం దాసైకతక్షోణియొ
ప్పుల ఆప్యార్వక చూచిచున్న మొదలుంబొంగారిపైపెరసం
బులుజ్బ్యంభించుభగ్రిమించు నాశయముకూర్తులించదీపించును
తక్షలికాచాపలము ల్ననోనిబిషంచింతాత న్నయత్వంబునఞ.

ఇందలి సంచారీభావంబులం ఔలిపి లక్షణసమన్వయం బొన
రించునది.

2. బొమవిలు మాపుతూ(పులనుబూనిమ్మ గాంకునినెఱ్చియింతిసో
మమృతము మందహాసమన నచ్చపుడాలు కపోలలీల ఖా
లముననగళావిలాస మఖిలంబు గొనం గని వెన్కఁడొచ్చెన
య్యమ్మతగగభస్తిభీతతిమిరావళి వేనలి పెంపుసొంపునఞ.

ఇందలివర్ణనాచమత్క్రతి తేటపడం దాత్పర్యము ప్రాయునది.

3. ఏగతి యోగిరూపము వహించెదో యేగతిఁ ప్రాధిమించెదో
యేగతి వేశ(గాంచెదవా యేకతమున్న వధూజనంబు నీ
వేగతిఁ బల్క్వరించెవవొ యిష్టసఖా.

Answer the questions raised herein pointing out the subsequent verses in support of your answers. Justify the author's description of the guise assumed by the companion, meeting the objections raised by critics.

4. కానీనమ్క్షనాగమహాశరంబును
వెందుగాఁ దేసె గృష్ణుడు గాఁడె
సైంధవు వధియింపఁ జక్రంబు రవి కడ్డు
నొప్పించి మనిచెఁ గృష్ణుడు గాఁడె.

మనిచెఞ - Whom? What are the various derivations given of the word క్రుష్ణుడు ? Whom did కానీనుఁడు get the నాగశరము from? How did Krishna make it a వెందు ?

VII. 1. వినుఁ డానది శ్రుతిభాహుల్యలు

ననవరతముఁ గుటిలగతులు నగుభోగివరలో

దనవారిలోన మెలఁగినఁ

దనవారిఁగఁ జేసి హరునితల యెక్కించెఁ.

Explain the beauty of this verse.

2. ఘనరావంబుచెలఁగ భృంగి వినుతుల్గావించి పాడంగఁ గా

ననమం దెచ్చుట నీలకంఠవిలసన్నాట్యంబు రంజిల్లె దా

ఘనరావంబు చెలంగ భృంగివినుతుల్గావించి పాడంగఁ గా

ననమం దెచ్చుట నీలకంఠవిలసన్నాట్యంబు రంజిల్లదే.

ఇందలి తాత్పర్యమేమి? అలంకారము లెవ్వి?

3. "తుమ్మెదలపిండు మించె సిద్ధులవిధమున"—ఎట్లు?

"బలిమిఁ జేయరానిపని యెట్టిదైన ను । పాయబలముచేతఁ జేయ

వచ్చు"—Give the simile in your book. 4. కావుకావనువారిఁ గ

దిసి తుంగపయోధరపదాంతరంబు చేరంగ నీదు—ఏది? Explain

this line, pointing out any grammatical peculiarity. 5. ధరణి

నెవ్వాడు దానవద్విరదదశననివిహృతిఁ దనకేసరికిఁ గోరవృత్తిఁ దెలిపె.

Explain and write notes on దానవద్విరద.

VIII. 1. ఉవిద నీయు ꞏ లక్ష్మి మాకొసఁగు మాకొ

సంగు మని శాప దేభహస్తములు గోరు

యాచకో యాచక శృతు వనెడువాక్య

సవణి నవి యిప్పటికిఁ బరస్పరమే బోరు.

Select a parallel idea from your text-books.

2. Define ముద్రాలంకారము and give an instance from your
text-books. శ్లేషాలంకార మెన్ని విధములు? అందు నవ్వసుచరిత్ర
నెట్టివి గలవు? 3. (a) ఇన్నగంబు హిమవన్నగమం ꞏ దనరారు.
(b) అమరం దుమ్మెదచాలు, (c) తనయదృశ్యత నడుమనె తాల్చి - ఇం
దలి వ్యాకరణవిశేషము లేమి? 4. ఇందిరానందనుడు సురేం
ద్రునకు నిజభనఃప్రభావంబు వర్ణించినతెఱంగు గతింగింపుము - ఆవర్ణ
నయందలి విశేషము తెలియ నుపన్యసింపుము.

IX. పరీక్షిన్నరవును గురుసంతతికి నంతరము చేసి, ధర్మజుని నీ ధరణీరాజ్యమునకు నిశ్వరుఁగా నిలిపి నారాయణుఁడు సంతోషింఁ చెను.—ఈ వాక్యము నొక్క పద్యముగాఁ గుదురుపఱుచునది.

*Andhra Bhāshā Bhūshanamu, Appakaviyamu,*
*Narasabhūpālīyamu and Telugu Philology (verbs).*

I. అఅవమునుండి తెనుఁగు వచ్చిన దని యాంధ్రోశ్బద్దతత్త్వమునం దున్నదిగదా, అఅవమే తెనుఁగునుండి వచ్చిన దని యేల చెప్పరాదో చెప్పింపుఁడు.

II. 1. అంతస్థములు, ఊష్మములు, అనుస్వారము—ఈసంజ్ఞ లేల కలిగినవి ? 2. తత్సమము, తద్భవము, అచ్చతెనుగు, దేశ్యము— అను నీవిభజనయందు కేతనకును ఇతరవైయాకరణులకును గలభేద మేమి ? 3. అనంతునినివర్ణసమామ్నాయమందు అప్పకవి చూపినదోష మేమి ? 4. కాల్పనికలక్షణము, వాస్తవలక్షణము, ప్రథమభూతము, ద్వితీయభూతము—వీనిస్వరూపమును వివరించునది. 5. ప్రాక్ప్రతభవ ములు సంస్కృతభవములు గావనుటకు గమకములు సోదాహరణ ముగం చెలుపుఁడు. 6. ప్రాకృతసమములను నిష్పత్తి చేయువిధాన మేమి ? 7. రాజులోని జకారము దంత్యమా తాలవ్యమా ? మత భేద చర్చాపూర్వకంబుగ సిద్ధాంతిం చునది.

III. 1. ఈక్రిందిపదములకు వ్యుత్పత్తి వ్రాయుఁడు :— విరుదము, కోవెల, కాఞాచి, బుగ్గ, కాని (భేదార్థమందు క్రియావిశేషణము). 2. ఈక్రిందిపదములకు వ్యుత్పత్తిప్రక్రియను అప్పకవి చెప్పిన చొప్ప నం జూపుపనది :—జాడమము, సాన, మూఁగ, రాచఱోలము. 3. పండితి, ప్రాఁకు, చిలుక, గడుసు—ఇందలి తుదియక్షరములంగూర్చి కేశగిరి కాస్తుశిలవారు తెలిపినవిశేష మేమి ? 4. అర్థానుస్వారము అనా వశ్యకముగా వచ్చినపదములను మాటి నుదాహరింపుఁడు. 5. "సం స్కృతపదములపై ... సున్నలు", "తక్కారము భవిష్యత్కాలవాద కము"—ఈ విషయములను చర్చింపుఁడు.

IV. 1. సమాసమందు పదప్రాధాన్య మన నెట్టిదో వివరింపుడు.
2. "నీ సంస్క్రృతంబుతోడ స । చూసించును"—దీనిని చర్చించి సోదా
హరణముగ వివరింపుడు. 3. వచ్చుచున్నాను—ఈపదమున ప్రకృతి
ప్రత్యయాదివిభాగమును పూర్వవైయాకరణ లెట్లు చేసినారు, శేష
గిరి శాస్త్రులవారు ఎట్లుచేసి అందుల కేమి యుపపత్తి చూపినారి ?
4. రౌణివాసద్రోహి, దొంగిసావు, ఙౌఒ౯—ఈపదముల నిష్పత్తిని
చర్చింపుడు. 5. " అసమస్తలఘుద్వ్య్తక్షర । లసితము లగుతత్స
మంబులకు నించుటయౌ౯ । బొసగు నియుంచుటయౌ౯."—ఈవిష
యమున చిన్నయసూరిగా రేమి తెల్పిరి ? భేదమును విశదపఱిచి
సిద్ధాంతమమం దెల్పుఁడు.

V. 1. ఎట్టాప్రెగ్గడ అరణ్యపర్వశేషము రచించుటకై యక్షర
చక్రము చూచుకొనిన విధం బెట్లు ? 2. మ య ర స త జ భ న—
ఈసంకేతములు గల్గినవిధమును సోదాహరణముగాఁ దెల్పుఁడు. 3. నాయక
కూటములు, పట్టప్రిత్యయములు,—ఏవి. 4. వారాంగి, అంగజాస్త్రిమ్,
ఘ్రైతమధ్య, అనంగలతిక—వీనిస్వరూపమమం దెలుపుఁడు.

VI. 1. ఈక్రిందిపద్యములందు దోషమున్నం దిద్దుఁడు, వీని నప్ప
కవి యెందులకై యుదాహరణములుగా నొసంగెనో వివరింపుఁడు:—

(a) దవధూమంపుఁదమంబులలోఁ దమరసద్రవ్యంబు బంకేజభాం
ధవభాస్రప్రతతు ల్భరింపఁ గుయివెట్ట స్నెళ్ల...

(b) కందుకకేళి సర్వైదుప్రకారమునం బురుషాయిత్క్రియా
తాండవకేళి సర్వేదువిధంబున...

(c) కవదొనలును గాండీవం
బవల నిడఁం బనుపు మమం దరదము డిగు మే
ను విడప డిగియొద...

2. ఈ క్రింది పద్యములలోనివియమున కపవాద మేమేని
కలిగినం దెల్పుఁడు:—

ఇల జమిలియక్కరమునకం

బలుసున్నక నెడమ నూదిపల్కెదువర్ణం

బులుం జాపి పలుక నవియును

లలి గురువులు కడమలిఘులు లఘువు లఘూరీ.

VII. 1. రీతులకును వృత్తులకును భేద మేమి ? అవి యేచేవి ?
2. " ముప్పదియా ఐ పద్రప్రబంధ వాక్యగత భేదములు నిట్లు
వఱలు "—ఏది ? ఎట్లు ? 3. విభ్రీమము, మొట్టాయితము, బిబ్బో
కము, భావశబలత, నేయార్థము, అవిమృష్టవిధేయాంశము, ఛేకాను
ప్రాసము, కాంతి, పద్మబంధము—వీనిని లక్షణోదాహరణ పూర్వక
ముగా వివరింపుడు. 4. ఓప్యనిరోప్యసంకర మన నేమి ? అందు
లకు నరసభూపాలీయమునం గలయుదాహరణమును ప్రాసి, అందులో
పాఠదోషమేమేని యున్నచో తెలిపి సవరింపుడు.

VIII. 1. తృతీయరసము పేరు కరుణరసమా కరుణారసమా ? రూపక
భేదముపేరు ఏకదేశవర్తిరూపకమా ఏకదేశవివర్తిరూపకమా ? ఈ
రెంటికిని లక్షణోదాహరణములు ప్రాయుడు. 2. నరసభూపాలీయ
మునకు మూల మని వాడంబడుప్రతాపపర్రుద్రీయమునం జెప్పబడిన
మహనావస్థ లెన్ని ? వానిలో నేవి నరసభూపాలీయున వదలం
బడినవి ? ఏవి మార్ప్ర బడినవి ? 3. రామాదిత్వాప్రత్రసామాజిక
లలో రసము ఎవరియం దుందునో చర్చించి సిద్ధాంతీకరింపుడు.

IX. 1. సామాన్యమిళితములకు, తుల్యయోగితాదీపకములకు, వాచక
లుప్తోపమారూపకములకు, రూపకగతవ్యోక్త్యుత్పేక్షలకు, విశిష్ట రూపక
వాక్యార్థవృత్తి నిదర్శనలకును, గలభేదములను విశదీకరింపుడు.
2. నరసభూపాలీయములలోc జెప్పబడనియలంకారములలో సేదే
నొకదానికి లక్షణోదాహరణములను ప్రాయుడు.

THURSDAY, 22ND JANUARY, 2 TO 5 P.M.
### TELUGU : TEXT-BOOKS (iv).

*Bharatamu 5, Ramabhyudayamu 2, Rajasekhara Charitramu 1,*
*Narasabhupaliyamu 3 & 4, and Andrabhashabhushanamu.*

I. భారతము, రామాభ్యుదయము, రాజశేఖరచరిత్రము—ఈ
మూటియందును గలరచనాతారతమ్యమును ఎతిగించి సప్తవిధకవు
లలో వీరి నెవ్వరెవ్వరుగాగ చెప్పనగునో యూహించి వివరింపుడు.

II. 1. గాండీవజ్యారవంబుత్కటమయి పెలుచంగ్రమ్మినకఁ భీమబాహా
దండం చేపారిశంభశ్వర జడియుచు రౌద్రదంబుగాఁదోఁచిన స్వే
దండద్వంద్వంబుమడ్కిన్నదితిమిక వలుమాద్యఋణ్తిందాఁకినంజా
కుండం బోకుండఁగౌరవ్యులకువశ మెచ్చిట్టల్చిఁమూర్విల్లకుండఁ

2. చలవవెలుంగు శేమగడు జక్కవనెచ్చెలిఃఱోఁడుఃఱోఁడె చు
క్కఁలజవరాంద్రదఱున్న నుపుకాఁడుజగంబులచూఢ్కివిందుచెం
గలువలఃలోఱిదాఱివిలు కానికె గూర్చినమామ పందువె
న్నెలగని చందమామ కడు నింగిఁ జెలంగి వెలుంగెంసెంతయూఱ.

3. చూడం జిత్రము పత్త్రిపుష్పముల కంచం జేరనేతెంచిపెం
బ్రోడల్ శైవకధారహస్యములకై పోరాడుచం బోవుచోఁ
గూడ స్వచ్చి తదీయవాదములచిక్కు ఢ్రీఢ్యప్ప బో పట్టణ
క్రీడాకానసవీధికాఁగ్రహకశారీకిన్న రద్వంద్వముల్.

(a) ఈ పైపద్యములకు కూడినంతమట్టుకు తెనుగుమాటలకు
సంస్క్రృతఫు మాటలను సంస్క్రృతములకు తెలుగులను గా దం
డాన్వయము వ్రాయుఁడు. (b) మొదటిపద్యమునందలి రీతిగుణములను,
కెండవదానియందలి రసవృత్తులను, మూడవదానియందలి చిత్రరహ
స్యములను, వివరించి చెప్పుడు.

III. ఈక్రిందిప్రశ్నములకునుద్యోగపర్వమునందుఁ జెప్పినచొప్పున
నుత్తరము లిండు. 1. ధర్మరాజును దుర్యోధనుడును ఏయేతరు
వులుగాఁ బోల్వబడిరి? వానికి స్కంధము శాఖాపుష్పఫలమూల
ములు నెవ్వ రెవ్వరుగాఁ జెప్పబడెను? 2. కార్యసిద్ధిచంద మెట్టిది?

3. ఏదేది తనయంతవారితోనె తగును ? 4. ఎట్టివాడు తెవులులేని వేదనం బడును ? 5. నిద్రలేక కందుటకు గారణము లేవి ?

IV. అప్పురంబు పురందరశిలాశకలనికరవిచిత్రరచితవప్రప్రభాపూరంబులు పురరాజపట్టాభిషేచనోచితకచనిచయగళితకళితోత్పల కందళంబులంబోలి పొలయ, నికటఘటయంత్రసలిలసంవర్థితారామ స్థల పరీతోద్దారశాలికేదారంబులుసతతసన్నిహితకందర్పకల్పితానల్పకనక మయవేదికలంబోలి మించ.—దీనికి ప్రతిపదార్థము వ్రాసి యది చెప్పఁ బడినఘట్టమం దెలుపుడు.

V. ఈ క్రిందివానిలోని వ్యాకరణవిశేషంశములం దెలుపుడు.

1. రణంబుల జయలక్ష్మి చేకొనుటం బోలునె యొండొక రాజధర్మముల్.

2. భీమార్జునులకు రణమున నేమగలును సరియే.

3. భుజాటోపభయంకరంద డగ్జనులోపానల మడర్ది.

4. అనయము పుట్టె జాడమునయప్పడ.

5. ఆవసరమక్కఅఅలం గైదువుకర్జములందు వేటదొంటల యందుర్ దవు లైనపొంత్రలెంకలము.

VI. 1. ఒక్కయొంటుకు ఏడు సక్కతొమ్మున నిట్టి
గోఆజంబు జున్ను జాఆపప్ప
బీలిగఅఅలయంపటొలలు సెలవిండ్లు
గాను కిచ్చి కరయుగంబు మొగిచి.

అని మనుచరిత్రములో నున్నది. ఇట్టిపద్యము రామాభ్యుదయములో నున్నది గదా, ఆపద్యములో చెప్పబడినవి దేవి యందురులో లేవు ? 2. " విశ్వంఖలవృత్తిం దెర వేటకాండ్రు తొలువంగా వచ్చె"—తెరవేటకాండ్రు అనఁగా నర్థ మేమి ? ఇంకను విట్టి వేటకాండ్రు గలరు ? ఆయా వేటలపటకరము లెవ్వి ?

VII. 'అది సభయే ప్రియం బెసంగ నాక్యలు నిల్వరయేని యార్యులే '—ఈ పద్యమును పూర్తిగా నైనను వ్రాయుడు కాదేని దాని

భావమును విశదపఱచుప్రుదు. తద్భావముయొక్క- యుక్తాయుక్తతను గూర్చి విమర్శించుప్రుదు.

VIII. అపుత్రస్యేస్య గతిర్నాస్తి, సర్వం హస్తిపదే మగ్నమ్, నక్కం గన్నవాఁ దెల్లను వేఁటకాఁడు, ధర్మముచాలుచ గుక్క-బట్టుము— వీనిభావముఁ దెల్పుఁడు. ఏడికొహాఁట్రేళ్లు—సమానార్థకము లైనవీనికి అర్థ సమన్వయము చేయుఁడు.

IX. 1. పాడి రప్రుదు నృత్యధ్వనికేకిఘణీంద్రముర్ ద్రవత్స్పొష ణాంబును నిర్ఘృష్టసురంగంబును మాఁకీకృతపతంగమును గాఁ—ఇందు ఏమి యసంగతము తోఁచెడిని? దాని నెట్లు సమర్థింపనగును? పాషాణకురంగపతంగములస్వభావలక్ష్ణము లేవి? అవి బాధింపఁ బడినరీతులు సరియా? 2. స్వరము లెన్ని? వాని పేళ్లను లక్షణ ములు నెవ్వి? చిదు, జక్కిణి కొరవంజి, అనునవి వేనిలో భేద ములు? లాస్యకళయన నేమి? దానికి విరుద్ధభావము గలది యేది?

X. 1. రస మన నేమి? అది యెన్ని భేదములు గలది? వానికి నర్గము లెవ్వి? అధిదేవత లెవ్వరు? ఏయేరసముల కేది స్థాయిభావము? 2. విభావానుభావ సాత్త్విక భావసంచారిభావముల లక్ష్ణము లేవి? హావలీలాకీలికించితాదులకేమి పేరు? మొట్టాయతవిభ్భోక్షకముల లక్షణములను ఉదాహరణములను వ్రాయుఁడు. 3. (a) కావ్య మన నెట్టిది? (b) దాని భేదములు లెవ్వి? (c) కావ్యగుణములు లెన్ని? (d) కావ్యదోషము లెన్ని విధములు? (e) సమత, ప్రౌఢా ర్యము, ఓజస్సు, సమాధి— వీనికి లక్షణములేని ఉదాహరణములేని వ్రాయుఁడు. (f) దోషములవిధములలో ఒక్కొక్క- తెగకు నాలుగేసి వంతున వివరింపుఁడు.

XI. ఆంధ్రిభాషాభూషణమునందు, 1. భాష యెట్లు విభజింపఁ బడియొన్నది? ఆవిభజనకును "తత్సమంబుగాక ఆక్కినాలుగు నప్పతెనుఁగులు" అనుపద్యమందలి సంగతికిని అసంగత మేనిదే కలదా? కలదేని యెట్లు సమర్థించుట? 2. సంధికి నిర్వచన మెట్లు చెప్పఁబడ్డది? ఇతర గ్రంథములలో చెప్పఁబడ్డదానికిని దీనికిని భేద

మైమైనం గలదా? కలదేని సమర్థింపుడు. 3. వర్తమానభవిష్య దర్శకముల నిరూపణకును ఇతరవ్యాకరణములయందలి వాని నిరూప ణకును గలభేదమును విశదపఱిచి యుక్తాయుక్తములను వివేచిం పుడు. 4. ఈడు అననది యేయేయర్థముల బోధించును? ఆడువారిపెళ్ల కు వచ్చునట్టి దీనికి సమానార్థకము లెవ్రపత్య యము లెవి? అఱియనునది హొట్టియర్థమును తెలుపును? మఱి ప్రత్యయము కూడ దానిని బోధించునట్లు చెప్పబడి యున్నది? దానిగుతించి మీ యభిప్రాయమేమి?

XII. రెండవప్రశ్నలో మొదటిపద్యము ఏమి వృత్తము? దాని యందును గలవిశేషమేమి? ఆ విశేషము గలమతీయొకటిరెండు వృత్త ములపెళ్లు ్రవాయుుడు.

I. 1. ಪಡೆಕ್ಕೆರಿಯು ಶಬರಶಂಕರವಿಲಾಸದಲ್ಲಿ ಸ್ವವಿಷಯ ಏನೇನು ಹೇಳಿರುವನು? 2. ಮುದ್ದಣಕವಿಯ ದೇಶ, ಕಾಲ, ಜಾತಿ, ಮತ, ಸ್ಥಿತಿಗತಿಗಳನ್ನು ಕುರಿತು ಆತನ ಕಾವ್ಯದಿಂದ ಏನು ಊಹಿಸಬಹುದು? ಸಕಾರಣ ಉತ್ತರ ಬರೆಯಿರಿ. 3. ರಾಮಾಶ್ವಮೇಧದ ಕಥೆಗೆ ಮೂಲವ್ರ ಯಾವುದು? ಮೂಲಗ್ರಂಥದ ಕಥೆಗೂ ಇದಕ್ಕೂ ಇರುವ ಮುಖ್ಯ ಕೆಲವ್ರ ವ್ಯತ್ಯಾಸಗಳನ್ನು ತೋರಿಸಿ. ಈ ಕಥೆ ಬೇರೆಯಾವ ಕನ್ನಡ ಕಾವ್ಯಗಳಿಗೆ ವಿಷಯವಾಗಿರುವುದು?

II. ಶಬರಶಂಕರವಿಲಾಸ, ರಾಮಾಶ್ವಮೇಧ, ಜಗನ್ನಾಥವಿಜಯ - ಈ ಮೂರು ಕಾವ್ಯಗಳಲ್ಲಿ ಶೈಲಿ, ಉಕ್ತಿಜೀವಾತ್ಕಾರ, ಅಸ್ವಯಕಾಠಿಣ್ಯ, ಆಲಂ ಕಾರ ಬಾಹುಳ್ಯ - ಈ ವಿಷಯಗಳಲ್ಲಿರುವ ಮುಖ್ಯ ತಾರತಮ್ಯ ಗಳನ್ನು ಸೋದಾಹರಣ ವಿಮರ್ಶಿಸುವುದು.

III. 1. ಅಜನಬಡನೆಂದು ನುಡಿವ್ರದು
ಕುಜನತೆಜಡಜಾತಜಾತನೆಂತಜಡನವಂ ।

ಸುಜನವಿರೋಧಿಯನಜಡಂ

ಸೃಜಿಯಿಪನೆ ಪರೋಪತಾಪಫಲಸಂಖಲನಂ ॥

ಇದಕ್ಕೆ ದಂಡಾನ್ವಯವನ್ನು ಬರೆವ್ಪುದು.

೨. ಸ್ವಸ್ಥ ತುರೀಯಾತೀತಾ

. ವಸ್ಥೆಯನೊಳಕೊಂಡು ತೊಳಪಶ್ಯಂಗಾಟಕ ಪ ।

ದೃಸ್ಥಿತನೊಳನಘನೊಳ್ಸಿರ

ವಸ್ಥೆಸೊಳೊಡೆವೆಂದು ಬಾರ್ಕ್ಯ ಮತಿಯರೆರ್ತಿರ್ಂ ॥

ಇದರ ಅರ್ಥವನ್ನು ವಿವರಿಸಿ ಬರೆವ್ಪುದು. ೩. ವಿಷಧರನಾಗಿಯುಂ ಚಿರಪ್ರಭೂಸಂಗತನುಂ; ಭುವನಪತಿಯಾಗಿಯುಂವುಜಡಾಶ್ರಯನುಂ ; ನರ ಗರ್ವನಿರ್ವಾಪಕನಾಗಿಯುಂ ಅರ್ಜುನಚಿಜಿಯುಂ; ಸಾಮಜಪ್ರಿಯನಾ ಗಿಯುಂ ಪಂಚಾನನನುಂ; ಸದ್ಯೋಜಾತನಾಗಿಯುಂ ಭವಧಿತನುಂ ; ಕಾಮದೇಹೋಸೇತನಾಗಿಯುಂ ದರ್ಪಕೋಪಗತವಿಗ್ರಹವಿದಾರಣನಿಸಿ ದರ್ಂ. ಇದರೊಳಗಣ ವಿರೋಧಾಭಾಸಾಲಂಕಾರವನ್ನು ವಿವರಿಸಿ.

IV. 1. ಪಡಕ್ಕರಿಯುಂ ಕುಶ್ವರಸಭೆಯನ್ನು ಶ್ಲೇಷಮೂಲಕವ್ಯಾ ಕರ ಣಕ್ಕೂ, ನ್ಯಾಯಕ್ಕೂ, ವೇದಾಂತಿಸಂತಾನಕ್ಕೂ ಹೋಲಿಸಿರಂಪಸಂ. ಸಭೆಗೂ ಇವ್ವಗಳೊಳೊಂದೊಂದಕ್ಕೂ ಸಾಧಾರಣಧರ್ಮಪದಗಳನ್ನು ಬರೆದು ಉಪವೆಯನ್ನು ಸಮರ್ಥಿಸುವ್ಪುದು.

೨. ಕೆಗಳ್ಬಲ್ಲಂ ಬಿಳತಾ ।

ನೆಗಳ್ಬಲ್ಲನೆ ನವೀನ ಕೃತಿಯಂ ॥

ಇದಕ್ಕೆ ಯಾವ ಉಪವೆಯನ್ನು ಕವಿಯು ಕಲ್ಪಿಸಿದಾನೆ ? ೩. ಬಿಲ ನಿಗೂ ಸೂಚಿಗೂ ಸಮಾನತ್ವವ್ಪು ಹೇಗೆ ? 4. ಮಾವಿನವಮರಕ್ಕೆ ಅಜನಿಟ್ಟ ' ಮಾವುರ ' ವೆಂಬಿಸಾವುದ ಔಚಿತ್ಯವನ್ನು ಹೇಗೆ ಕೋರಿಸಿದೆ ?

V. 1. ರಾವಣಾಶ್ವಮೇಧದಿಂದ ಕೋರುವವಮಟ್ಟೆಗೆ ಸೀತೆಯ ಗುಣ ವಿಶೇಷಗಳನ್ನು ಸೋದಾಹರಣವಾಗಿ ವರ್ಣಿಸುವ್ಪುದು. 2. ರಾವಣಾಶ್ವ ಮೇಧದಲ್ಲಿ ತೆಂಗಾಯಿಯನ್ನು ತಿಸುಳಗೂ, ನೀರುಳ್ಳಿಯನ್ನು ಹರಿಹರ ರಿಗೂ ಹೇಗೆ ಹೋಲಿಸಿದೆ. ೩. ಸೊಸ್ನೆಗಾವರವನ್ನು ಕುರಿತು ಮುದ್ದಣನು

ಏನು ಹಾಸ್ಯೋತ್ಪಾದಕ ಮಾತುಗಳನ್ನು ಹೇಳಿರುವನು ? 4. "ಎಷ್ಟೆನ್ನ
ರಪ್ಪ ಕಬ್ಬಿಗರ್ಗೇಂ ಕೊಡಿತೆಯೊ ! ಕಬ್ಬಿಗರ್ಗೇಂ ಮುಂದುದವಸಿಗಳತ್ತ ಣೆಂ
ಹಿರಿಯರಾಗವೆ ! " ಎಂಬುದನ್ನು ಮುದ್ದಣನು ಹೇಗೆ ಪ್ರತಿಪಾದಿಸುವವನು?

VI. ಈ ವಾಕ್ಯಗಳ ಅರ್ಥವೇನು :— 1. (a) ಅನಿತಱ್ಕ.ಮೆಲ್ ಕಣ್ಣಳ
ತೆಯ ಪೂಜ್ಕೆ ಕೈಯಳತೆಯೊಳಾಗೆ. (b) ಎಣಿವೆಂಡಿರ ನಗೆಗೆನ್ನಂ ಪಕ್ಕಾ
ಗದಂತುಮಾಡಿ ಗೆಲ್ಲವೆಣ್ಣಂ ಸವತಿಯನಾಗಿಸ್ಕೆ. (c) ಬಿರ್ದೊಣಿಕಂ ಮ
ರ್ದೂಣಿಸೆಂಬಂತಿರುಂದು. (d) ನಿಸತ್ತಸುವಿಸುಸಿರ್ ಜವಹುರವರ ಪುಟಿ
ಗಳ್ಗಿ ಸುಯ್ಯಾಡೆವ ಜೀವದ ಗಾಳಿಯಕ್ಕುಂ. (e) ನೀಂಪಸದೊಳೆ ವೆಂ
ಡಿಗೆಯಸುಂಡಂತಾಯತ್ತು. (f) ಎನ್ನಂಯಂತಿದುಮಾಸುವೂಕ್ಕುಂ. (g) ಇಂತ್ರೀ
ಬಯ್ದ್ಕೆಲ್ ಕೊಲೆವಿಡಿದನ ಕಣ್ಣ ಸುಣ್ಣದ ಕಜ್ಜಳವಪ್ಪುದೆಂ. (h) ಲೇ
ಸುಲೇಸೆಲೆ ಸೀತಾವಮಣ ! ಬ್ರಹ್ಮಹತ್ಯಂಗಡೆ ! ಮೊದಲೊಳ್ಮರ್ಡಿಯೆ
ದೂರ್ವದ ನಿಗಳಿಂಮರ್ಡಿ ಗೈದಂತಿರಾಡುವ್ಪೆ. 2. ಈ ಗಾದೆಗಳು ರಾಮಾ
ಶ್ವವೇಧದಲ್ಲಿ ಯೊವ ಸಂದರ್ಭಗಳಲ್ಲಿ ಬಂದಿರುವ್ಪುವು ? ಅವುಗಳ ಆರ್ಥ
ವನ್ನೂ ಅಲ್ಲಲ್ಲಿ ಅವುಗಳ ಔಚಿತ್ಯವನ್ನೂ ತೋರಿಸಿ :—(a) ಕೊಡೆ ಯ
ಕಾವೆಂಬೊಲಾಯಿತ್ತು ಪುಟ್ಟಿ. (b) ಊಪೊಲ್ ಮಾರಿಯೆಂದು ಮನೆವೊ
ಆಯಿಯಂ ಮಾಟುಂಗುಡುವವೇ. (c) ಕುಟುಂಬಿನ ಕುತ್ತ ಕ್ಕೆ ಕುಟಿಯಿಡ
ಪಿತ್ತ ಮೆಪಂರ್ದಾಯತ್ತು. (d) ಇಸುಲ್ ಕಂಡೆ ಔವಿಯೊಲ್ಪಗಳೆಲೊಳ್ ಬಿ
ಞ್ಞಂತೆ. (e) ನಿರಿಞಿಯೆಯದ ಗಂಟಲೊಳ್ ಕಡುಬಂ ತುಱುಕಿದಂತಾಯತ್ತು.
(f) ಬೆನಕನಂ ಕಂಡು ಕಿತ್ತಿಲೆಗೆ ಕೆಂಬಟ್ಟೆಂ. 3. ಇವುಗಳಿಗೆ ರಾಮಾಶ್ವ
ವೇಧದೆಲ್ಲಿ ಬಂದಿರುವ ಅಚ್ಚಗನ್ನಡ ಪರ್ಯಾಯಪದಗಳನ್ನು ಬರೆಯಿರಿ :
ಕುಂಭಜ, ದಶರಥ, ಪ್ಹೇಂಕಮಕೇಸ, ನಿರ್ಘಣ್ಞಿದಾಯಕ, ಪುನರ್ಜನ್ಮ,
ಹಿರಣ್ಯ ಗರ್ಭ.

VII. 1. ರಾಮನ ಯ:ಜ್ಞ್ಞಶ್ವವು ಯೊವವರ್ಗವನ್ನು ಒಡಿದು ಹೋ
ದುದೆಂದು ರಾಮಾಶ್ವವೇಧ ಗ್ರಂಥದಿಂದ ಊಹಿಸಬಹುದು ? 2. ರಾಮ
ಯುಣದ ಕಾಲದಲ್ಲಿ ಹುಡುಗರಿಗೆ ಮಾಡಿಸುತ್ತಿದ್ದ ವಿದ್ಯಾಭ್ಯಾಸವನ್ನು
ಕುರಿತು ರಾಮಾಶ್ವವೇಧ ಗ್ರಂಥದಿಂದ ಏನು ಕಂಡುಬರುವುದು? 3. ಕನ್ನಡ
ಕಾವ್ಯಗಳಲ್ಲಿ ಸಂಸ್ಕೃತಕನ್ನಡ ನುಡಿಗಳ ಸಂಬಂಧವು ಹೇಗಿರಬೇಕೆಂದು
ಮುದ್ದಣನ ತಾತ್ಪರ್ಯವು ? ತಿರುಳ್ಗನ್ನಡವೆಂದರೇನು ? 4. ಮೂಪಗೆಯು

ನಿಷ್ಟಟವಕುತಿ ಯಾವುದು ? 5. ಸನ್ನ ವೇಂಟೆ ಯೆಂದರೇನು ? ಸಿಂಹಕ್ಕೂ, ವರಾಹಕ್ಕೂ, ಜಲ್ಲಿವಿಗಕ್ಕೂ ಸನ್ನೆಗಳಾಪುವು ?

VIII. 1. ಇವುಗಳ ತತ್ಸಮರೂಪಗಳಾವುವು :—ಹರವಸಂ, ದಪ್ಪಣಿ, ಸಪ್ಪಣಿ, ಹೂನ್ಮ, ಜಾವಳಿ, ಬಾಗುಲ, ಸವಗ, ಪಡಿಸಣ, ಬೊಪ್ಪಸ್ತ್ರಿ, ಡದಿಬದೆ. 2. ಈ ಸಮಾಸಿತಪದಗಳಿಗೆ ವಿಗ್ರಹವಾಕ್ಯಗಳನ್ನು ಬರೆಯಿರಿ : ಬಿಜ್ಚೇಡೆಗಣ್, ಪಿಟಿಟಿನಿ, ಕೂಟ್ಟಿಗಂ, ಬರ್ದಿಲ, ಆಡಿಗುಲಿ, ಅಂಗೊ ಳಗು. 3. ಆಳ, ಜೆಲ್ವೆಂ, ಮುಟ್ಟ, ಕಟ್ಟ, ಪೊರೆ, ತೋರಪದ - ಇವುಗ ಳಲ್ಲಿ 'ಳ' ಕ್ಕೆ ಬದಲಾಗಿ 'ಡ' ವನ್ನೂ, 'ರ' 'ಱ' ಗಳಿಗೆ ಬದು ಲಾಗಿ 'ಱ' 'ರ' ಗಳನ್ನೂ ಇಟ್ಟುರೆ ಅರ್ಥವ್ಯತ್ಯಾಸವೇನಾಗಬ್ಪುದು ? 4. ಇವಕ್ಕೆ ಹೊಸಗನ್ನಡ ರೂಪಗಳನ್ನು ಬರೆಯಿರಿ :—ವಿಷಂ, ವೆೈದು ಸನೆಂ, ಬೆಗದಿ ನೋಳ್ಪ, ಎಂಗುಂ, ಪಿಗಳ್, ಎಸೈರ್ವಣೆಯ ಕತಿಂ, ಎವುತು, ನುಡಿವೊ, ಆತನಯೆ, ಪೊಂದಿಂಬಱಿಯಿಂ, ನೀಸಾಫೆಂ, ಧನ್ಯ ಚೆನ್ಪ, ಅಪ್ಪುದಪ್ಪುದು.

IX. 1. ಶಾಕುಂತಲ ನಾಟಕದಲ್ಲಿ ಚತುರ್ಥಾಂಕಪ್ಪ ಆತ್ಯಂತ ರಸ ಯುಕ್ತವಾದುದೆಂಮ ಹೇಳಿ ಉತ್ತಾರೆ. ಅಯಂಕದ ವಿಷಯವೇನು ? ಆದ ರಲ್ಲಿ ಯಾವಯಾವ ರಸಗಳು ಎಲ್ಲೆಲ್ಲಿವೆ ? 2. ನಾಟಕಕ್ಕೆ ವಸ್ತು ವೆಂದ ರೇನು ? '' ತಾವು ಆಯಾವಸ್ತುಗಳ ಅಭಿನಯರೂಪಕಾರ್ಯದಲ್ಲಿ ತಕ್ಕಂತ ಪಾತ್ರವಸ್ತು ಸೇಪ್ಪುಗಿಳಿಸಿರುವ ಕಾರಣ ತವುಗೇಸೂ ಕೊರತೆಯೆಂಟೂ ಗಳಾಪದು ''—ಇಲ್ಲಿ ವಸ್ತುಗಳೆಂದೆ ಯಾವುವು, ಸೋದಾಹರಣ ಉತ್ತರ ಕೊಡಿ. 3. ಪ್ರಿಯಂಪಡೆ ! ನೀಸು ಸಮೀಪದಲ್ಲಿ ನಿಂದಿರುಪದರಿಂದೆ ಈ ಕೇಸರ ವೃಕ್ಷಪ್ಪ ಲತೆಯಿಂದ ಕೂಡಿದಂತೆ ತೋಱುಪುದು. ಶಕುಂತಳೆ ! ಆನ್ನರಿಂದಲೇ ನಿನ್ನಹಸಪ ಪ್ರಿಯಂಪಡೆ. ಚಾಯಂ ! ಪ್ರಿಯಂಪಡೆ ಶಕುಂ ತಳೆಯನ್ನು ಕುರಿತ ಪ್ರಿಯವಾಪದ್ದನ್ನ ನಿಜವಾಗಿಯೇ ಹೇಳದಳು. ಇಲ್ಲಿ 'ಆದ್ದರಿಂವಲೇ' ಎಂಬುದಕ್ಕೆ ಅಸ್ವಯಪ್ಪ ಹೇಗೆ ? ಚಾಯಸಪಾತು ಗಳಲ್ಲಿ ಗರ್ಭಿತವಾದ ಗಂಭೀರಾರ್ಥವೇನು ? 4. 'ಕೊಱಿದ ಕೊಱಿಕೆಗಳು ಸೆರಚ್ಚೆರುಪುದಕ್ಕೆ ಎಷ್ಟು ವಿಘ್ನಗಳು ಬರುಪುವು ? - ಎಂದು ದುಷ್ಯಂ ತಸು ಪೇಬಾಡುತ್ತಾನಪ್ಪಿ, ಇವಸ ಕೊಱಿಕೆಗಳು ಸೆವಪೇರುಪುದಕ್ಕೆ ಯಾ ವಯಾವ ಕಾಲವಲ್ಲಿ ಯೌವಯಾವ ವಿಘ್ನಗಳು ಬಂದುಪು ?

X. 1. ಘನಘಟತಟಸ್ವನೇಕ್ಷ್ನ ಖನಸಂಖರಸಂಖರನಂ ಮುರಾರಿಸಂ ।
ಹರಿಸಿಜಯಪ್ರಮೋದಸುಮನಸ್ಸುಮನಸ್ಸುಮನಸ್ಸು ವೃಷ್ಟಿ
[ಯಂ ।
ಸುರಿಯಿಂಲತಾಂತಡೊಳ್ವಸದನಂ ಸದನಂಸದನಂಗಳಲಕ್ಷ್ಮಿಗಾ ।
ಗಿಚೆತಕರ್ದಶಂಕುಭಾಚರಣದಿಂ ರಣದಿಂರಣದಿಂದ್ರಕಾಶಳಂ ॥

ಇದಕ್ಕೆ ಪ್ರತಿಪದಾರ್ಥವನ್ನು ಬರೆಯಿರಿ. 2. ಕೃಷ್ಣನಿಗೆ ಉಪೇಂ
ದ್ರನೆಂದೂ ಕೇಶವನೆಂದೂ ಹೆಸರುಗಳನ್ನು ಯಾರು ಏನು ಕಾರಣಕೊಟ್ಟರು?
3. "ಇಂಗಡಪಿಂದೆವಿಂದುಗಡ ಪುಟ್ಟಿದನಂತಿದೆದು ಕೆಪ್ಪು ನಿಂದುವಿಂದಿಗಡ
ಲತ್ತಿ ಪುಟ್ಟಿತು," - ಇದನ್ನು ರುದ್ರಭಟ್ಟನು ಹೇಗೆ ಸಮರ್ಥಿಸಿರುವನು ?

SATURDAY, 24TH JANUARY, 10 A.M. TO 1 P.M.
## HISTORY OF TELUGU LITERATURE.

I. 1. ఆంధ్రకఢ్ఢచింతామణిని నన్నయభట్టారకుండే రచియించె
నని యొకపక్ష ముఖాఁసును, అది యాతనిచ్చే రచియింపఁబడినది కాదని
మతియొకపక్ష ముఖాఁసును, వాదించుచుస్నా ఁసు.    ఇం దేపక్షము
విశ్వాస్యార్హ మైనదో స్ప్రపమాణముగా నిరూపించునది.

2. భారతము సాంధ్రీకరించినవారిలో నొక రఖివదేశమనఖ
సమీపమునం దుండినవాఁ రు గదా.   ద్రావిడభాషయొక్క  ప్రభావ
మింఛుక వాఁకవిత్వమును స్ఓకకపోలే దని యూదాహరణసహిత
ముగాఁ జూపునది.

3. ఆరంభదశలో సాంధ్రీకవిత్వము చేసినవారికావ్యములలోఁ
గృత్యాదియం డిటీవలివారికావ్యములలోఁ గలవి యేవి కాసఁబడవు ?
ఇటీవలివాఁ కావ్యములలో లేనివిశేష మేమి కానఁబడుచున్నది ?

II. 1. ఏకాలమువఖికను రచియింపఁబడిన తెలుగుగ్రంథములన్ని
యూ నింఛుమింఛుగా సంస్కృతపురాణేతిహాసమల భాషాంతర
ములుగా నున్నవి ? ఆకాలమునందలి కవులలో నెవ్వ రైన బురాణ
తరములను దెలిగించినవాఁ రుండిరా ? ఉండినన్ నట్టికవు లెవరు ?
ఘాసు చేసిన గ్రంథము లేవి ?

2. ఏకాలమునందు ప్రబంధరచనమారంభింపబడినది ? ప్రబం
ధకవులలో మొదటివా రెవరు ? ఆతని కందువలన గలిగినవిషదసామ
మేది ? ఆకాలమునందు భరతఖండమున నెవరిరాజ్యము ప్రబలముగా
నుండినది ? అప్పటిరాజకీయభాషయొక్క ప్రాబల్యసూచన లేయే
గ్రంథములందు గానబడుచున్న వి ?

3. ఈ ప్రబంధ కాలమునందు సంస్కృతపురాణములతోను
కావ్యములతోను సంబంధము లేనిస్వకపోలకల్పిత కావ్యములను జేసి
నవా రెవ్వరైన నుండిరా ? ఉండినచో నొక్క కావ్యకర్త పేరు
చెప్పి, ఆతనిచరిత్రమును సంగ్రహముగా వ్రాయునది.

III. 1. పూర్వకవులలో నాదిమకవు లైనన్నయభట్టారకాదుల
కవిత్వమునకును, అంతిమకవు లైనశ్రీనాథాదులకవిత్వమునకును, గల
తారతమ్య మేమి ? పూర్వకవులకు ప్రోత్సాహకులుగా నుండిన
రాజులలో ముఖ్యు లెవరు ?

2. మొట్టమొదట బద్యరూపమున రచింపబడిన తెలుగు
వ్యాకరణము, అలంకారశాస్త్రము, ద్విపదకావ్యము, దృశ్యకా
వ్యము, ఏవి ?

3. వాగనుశాసనుడు, కవిబ్రహ్మ, సర్వజ్ఞుడు, కవిసార్వ
భౌముడు, అనుబిరుదులు పూర్వకవులలో నెవరి కుండినవి ? ఈబిరు
దనామముల కెవ్వ రెంతవఱ కర్హు లో సహేతుకముగా నిరూపిం
చునది.

IV. 1. ఈ క్రిందిపద్యము లే గ్రంథముల లోనివి ? వీనిని గూర్చి
వాడుకలో నున్న కథ లేవి ? అవి యెంతవఱకు సత్యములు ?

(a) మహమాతంగతురంగకాంచనలసన్నాణిక్యగాణిక్యసం
పదలోలింగొనితెచ్చియిచ్చి మఱ మొప్పంగాంచిసేవించిర
య్యుదయాస్తాచల సేతు సీతనగమధ్యోర్వీపతుల్వంతతా
భ్యుదయోర్క్ భర్మజఁ (దతస్నభా స్థితుజగత్పూర్వ(ప్రతాపోదయఁ

(*b*) బాలరసాలసాలనవపల్ల వఠోమలకావ్యకన్యకకఁ
గూళలకిచ్చియప్పడుపుకూడుభుజించుటకంౌకెసత్కఁవుల్
పోలికులైననేమి గహనాంతరసీమలఁగండమూలకా
ద్దాలికులైననేమి నిజదారసుతోదరపోషణార్థ్మై.

2. కవులు సాధారణముగా దరిద్రులుగాను ధనికులకు కృతు
లియ్యవలసినవారుగాను నందు రని చెప్పుదురు. అట్లుగాక యేఁభ్రా
హ్మణకవి ధనాధికారసంపన్నుఁ డయి తానే కృతినందెను? ఆ
కృతిపే ఱేమి?

3. తాను మహాకవి యయి కావ్యరచన చేయుటయేకాక
కవులవలనఁగృతుల నందిన క్షత్రియకవి యెవరు? అతఁడెక్కృతుల
నందెను? వానిక ర్త లెవరు?

V. 1. ఆంధ్రిపంచకావ్యములలో నేది తప్ప తక్కిన వన్నియు
ప్రబంధకాలమునం దనఁగా మధ్యకవులకాలమునందే పుట్టినవి?

2. ఆంధ్రికావ్యపంచకములో నేది రచింపబడినతరువాత
వెనుకటికవులందఱును దాని ననుకరించియే ప్రబంధములు రచింపఁ
జొచ్చిరి?

3. 1520—1580 సంవత్సరములకు నడుమఁ బుట్టిన ముఖ్య
కావ్యములను వానికర్తలను కృతిపతులను వివరించుచు భాషాభివృద్ధి
చర్రిత్రమును సంక్షిప్తముగా ప్రాయనది.

VI. 1. స్వదేశరాజ్యములు క్షీణించి మహమ్మదీయప్రభుత్వము ప్రబ
లినతరువాత నాంధ్రకావ్యరచనకు ప్రోత్సాహము కలిగినదో
లేదో దృష్టాంతపూర్వకముగా స్థాపించునది. 2. "ఆంధ్రికావ్యము
లని పేరుపెట్టి కొందఱు కవులు తమపుస్తకములను సంస్కృతపద
ములతో నింపివేయుచు రాఁగా, దానిక్ర(బత్యాఘాత మొదవి
ప్రబంధకాలమందలి మతికొందఱు కవులు తమపుస్తకములను గేవ
లాంధ్రిపదభూయిష్టముగాఁ నే చేయఁ దొడఁగిరి." అను దానియందు
సత్య మెంత యున్నది? అచ్చ తెలుఁగున మొట్టమొపటఁ బ్రబంధము

చేసినవా రెవరు ? 3. అచ్చతెనుగుకావ్యములు చేసినవారిలో మిక్కిలి ప్రసిద్ధికెక్కినకవి యెవడు ? ఆతడు చేసిన కావ్యము లేవి ? అతనికిఁ గల చిరుదనామ మేది ?

VII. 1. నూతనకథాకల్పనము లేక యొకపూర్వ ప్రబంధమును ననుక రించి ప్రబంధములు చేయఁబడుచు వచ్చినయీఁడవకాలము ననుకరణ కాల మని చెప్పవచ్చును. ఈ కాలమునందు వచనకావ్యము లెప్పుడు చేయ సారంభింపఁబడినవి ? అప్పటి వచనకావ్యము నొకదానినిబట్టి యప్పటివచనకావ్యములకు నిప్పటివచనకావ్యములకును గలతారతమ్య విమర్శ చేయునది. 2. ద్వ్యర్థికావ్యములను జేసి సుప్రసిద్ధు లైన వారి నిరువురను జేర్కొని తత్కావ్యములనుగూర్చి గుణదోషవిచా రము చేయునది. 3. తంజాపురి, తిరుచనాపల్లి, మధుర, మైసూరు— ఈపట్టణములయందు జేయఁబడిన తెలుఁగుపుస్తకము లేవి ? వాని కర్త లెవరు ?

VIII. 1. కన్నడభాషనుండి యేకవి యేగ్రంథమును దెనిగించెను ? తనకావ్యమునందు గన్నడభాషాపదములను బ్రయోగించిన కవి యెవడు ? ఆతఁ డేల యట్లు కావించెను ? 2. తెలుగునఁ గైస్తవ మతగ్రంథములను రచియించిన యిద్దఱుకవులను జేర్కొని వారికవన మెట్లున్నదో వారెప్ప డెచ్చుటనుండినవారో వివరించునది. 3. రఘు వంశము, కువలయానందము, భగవద్గీతలు—వీని నెవ్వరు తెలిగించిరి ?

IX. 1. '' దేశభాషలందు దెలుఁగు లెస్స ''—ఇది యేగ్రంథము లోనిది ? సయుక్తిక మగునో కాదో విమర్శించునది. 2. మంచన, మట్ల అనంతభూపాలుఁడు, సింహాద్రి వేంకటాచార్యుఁడు, గణపతి దేవుఁడు—ఈకవులు చేసినగ్రంథము లేవి ? సాంబోపాఖ్యానము, హరిశ్చంద్రోపాఖ్యానము, నిరంకుశోపాఖ్యానము, విక్రమార్క్మ చరి త్రము, భోజరాజీయము, లంకావిజయము—ఈగ్రంథములను జేసిన కవు లెవరు ?

# L.T. DEGREE EXAMINATION, 1903.

MONDAY, 12TH JANUARY, 10 A.M. TO 1 P.M.

## PRINCIPLES OF EDUCATION (1).

I. No teaching that does not rouse the interest of the pupils can be effective. Why? State in how many different ways interest may be roused.

II. Bearing in mind the climate, the habits of the people and the hours at which they take their meals, discuss the question ' what hours are best suited for school in this Presidency? '

III. Children generally find the learning of letters dry. Is it possible to interest them in this by giving them an idea of its utility? If so, how would you do it?

IV. What do you understand by *cram*? Show how it is fostered by the injudicious use of text-books and of examinations in the lower classes.

V. Which should be the chief aim of a teacher, the imparting of useful knowledge or the development of the pupils' faculties? How may these aims be combined?

VI. What is meant by the muscular sense? Show clearly how and to what extent this sense helps us to a knowledge of the external world.

VII. State the order in which the various intellectual processes manifest themselves in a child and show the bearing this has or ought to have on educational methods.

VIII. Why is the attempt to teach things through the medium of a foreign language likely to produce looseness and vagueness of thought? What modifications in our system might be expected from a more complete recognition of this fact in India?

MONDAY, 12TH JANUARY, 2 TO 5 P.M.

## PRINCIPLES OF EDUCATION (2).

*Answer any five questions in Part A, and any three questions
in Part B.*

### Part A.

I. What is the place of Verbal Memory in the acquisition of knowledge? Are Memory and Understanding opposed to each other? What is Dugald Stewart's " Philosophical Memory?

II. Explain and illustrate the different varieties of Imaginative Activity. Which of these is predominant in children, and how is it liable to be abused? How does Imagination aid moral instruction?

III. Define Abstraction. Briefly indicate the main stages of development of this form of mental activity from its first beginnings, showing how its development may be aided or retarded by the

concurrent development of other forms of mental life.  How does *Conception* differ from *Construction*?

IV. It is often said that children have a natural aversion for generalities.  Discuss the justice of this remark, pointing out the conditions of success in teaching a generality.

V. What are the characteristics of a good judgment? Mention the factors that enter into the formation of children's judgments, and explain the attitude of the teacher towards each.

VI. Explain and illustrate what is meant by the *Logical Sequence* of subjects as distinguished from their *Psychological Sequence*.  Discuss their respective places in a rational scheme of Education.

### Part B.

VII. Show why a study of the Feelings and their Manifestations is essential to the teacher.  What are the characteristics of children's feelings?  Which of them are of special value to the teacher as aiding moral discipline, and how?

VIII. 1. By the Law of Accommodation, what is at first a pain may become eventually a pleasure.  Illustrate this Law, and show that it runs through the processes of Education in general.  2. Explain why "In the matter of the passions it is emphatically true that prevention is better than cure."

IX. 1. Briefly point out how you will regulate the emotion of Fear in children so as to make it a wholesome and effective motive force in Education.  2. Show how you will repress the destructive elements in Anger so as to make it merely a weapon of self-defence.  Analyse "the bully."  How will you proceed to reform him?

X. Is conscience innate or acquired?  Will the advocacy of either view affect pedagogic practice?  On the view that it is acquired, how will you trace its development from its first beginnings to maturity?

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TUESDAY, 13TH JANUARY, 10 A.M. TO 1 P.M.

### HISTORY OF EDUCATION (1).

I. In what circumstances were the colleges of Eton and Winchester founded and what was their original constitution?

II. Describe the method of teaching a dead language set forth by Ascham in his "Scholemaster." How do his works illustrate the merits and the deficiencies of the conception of education introduced by the Renaissance?

III. What are the relative positions of Ratich and Comenius in the History of Education?  Summarise the doctrines of the latter and say how far his work influenced educational practice.

IV. "Rousseau's method is fitter for forming savages than men.  It is almost wholly negative." Develop these ideas.

V. State clearly and concisely what there is of both new and valuable in Pestalozzianism.

VI. Sketch the history of elementary education in England from 1834.

VII. State and discuss Herbert Spencer's ' discipline by natural consequences.'

VIII. Describe the organisation of higher and secondary education in Germany. How far does that of India resemble it ?

TUESDAY, 13TH JANUARY, 2 TO 5 P.M.

## HISTORY OF EDUCATION (2).

I. Discuss the position of Charlemagne in the history of the Mediæval Universities.

II. " In his (Abelard's) popularity and in his reverses, in the criticisms of John of Salisbury on his method, and the protest of St. Bernard against his teaching, we read, as in a pattern specimen, what a University professes in its essence, and what it needs for its integrity." (1) What is the University principle in its essence, and how far does Abelard's career illustrate it ? (2) Describe briefly what popularity he enjoyed, and specify the reverses he suffered. (3) What were the criticisms of John of Salisbury on his method ? (4) What was the protest of St. Bernard against his teaching ?

III. What are the general causes that contributed to the rise of the Universities ? Explain the early attitude of the Church towards the movement and show what motives induced the then kings and emperors to patronise it.

IV. What is the principle underlying the method of the Scholastic Philosophy which Abelard initiated ? Illustrate the range of its influence. What are its defects, and how far can the circumstances of the Age be pleaded in its justification ? Explain clearly the attitude of Roger Bacon towards the method.

V. 1. Contrast the Universities of Paris and Bologna as regards organisation and conception of learning. Mention three important Universities modelled after each. 2. By what peculiar circumstances of the Middle Ages were the Universities enabled to exercise influence over the whole of Europe ? Illustrate what influence the University of Paris exercised in matters of religion.

VI. Sketch briefly the history of the relations between the *University* of Oxford and the *Town* of Oxford.

VII. 1. Mention the more important works of Abelard which influenced the course of Mediæval thought. What was his doctrine of Universals ? 2. Point out the general aspects of the German Mediæval Universities. 3. What gave rise to the system of *College* instruction ?

VIII. Estimate as accurately as you can the value of the contribution made by the Mediæval Universities towards advancing the culture of Europe and promoting its literature.

WEDNESDAY, 14TH JANUARY, 10 A.M. TO 1 P.M.

METHODS OF TEACHING AND SCHOOL MANAGEMENT (1).

I. (1) What material do you think best for floors in Indian Schools and why? (2) In an ideal class room what should be the position of doors and windows with regard to the teacher and the pupils and why? What grouping of seats and desks facilitates proper lighting? (3) It is proposed to build a high school on a level piece of ground measuring 150 yds. by 180 yds. One of the longer sides faces the Bay of Bengal and one of the shorter ones gives on a road south of which is a town of 20,000 inhabitants. On the other two sides is open country. Draw a plan showing where and how you would place the main building (100 ft. × 30 ft.) of the school, the latrine, and the gymnastic apparatus. Write any explanatory notes you think desirable.

II. Why ought schools to have museums? If you were appointed to a school without a museum and with very limited command of money, what steps would you take to form one?

III. A school contains all the secondary classes (Forms I—VI). Half the pupils have Tamil and half Telugu as their mother tongue. Sanskrit, Tamil, and Telugu are each studied by one-third of the pupils as their "Second Language." The following are the qualifications of the staff.

Headmaster, B.A. (Physical Science), L.T., Sanskrit.
1st Assistant, B.A. (History), L.T., Tamil.
2nd    ,,    B.A. (Mathematics), untrained, Telugu.
3rd    ,,    Matriculate, approved service of 20 years, Tamil.
4th    ,,    B.A. (Moral Science), untrained, Tamil.
5th    ,,    F.A., untrained, Tamil.
6th    ,,    Matriculate certificated, Tamil.
Sanskrit and Telugu Pundits.

Show in a tabular form what work you would assign to each member of the staff, under the heads: Subject, Form, Hours per week. Each form is to be provided with 25 hours teaching a week, but where you assign the bulk of the work of a form to one teacher so many hours "class work" may be entered, subjects not being specified.

IV. The boys in Secondary Schools in the Madras Presidency in 1900-1901 were distributed as under among the forms:

VI. 6527    III. 10604
V. 4612    II. 11251
IV. 6268    I. 13684

How would you account for the comparative weakness of the fifth form? The adoption of what measures would be likely to make the distribution of pupils among the Upper Secondary more like that among the Lower Secondary forms?

V. What registers must, to secure recognition, be kept in a High School in this Presidency? What *other* records should be systematically kept in a school and why?

VI. Explain clearly how joining in outdoor games may be expected to influence the characters of pupils.   What good and what bad consequences may be expected to follow the establishment of inter-school contests in games and athletics for cups or trophies?

VII. By what practicable expedients may a teacher keep himself in touch with the parents of his pupils and enlist their active co-operation in the work of the school?

WEDNESDAY, 14TH JANUARY, 2 TO 5 P.M.

METHODS OF TEACHING AND SCHOOL MANAGEMENT (2).

I. What place should word-building have in the teaching of English?   Would not writing words to dictation or spelling them orally do equally well?   Give reasons for your answer.

II. An ordinary slate is placed before a boy and he is told to state all he can find out about it.   What things would you expect him to tell you if he has had his powers of observation properly developed?   •

III. Suppose a large number of boys in a High School write a bad hand   What suggestions would you make for improving their handwriting?

IV. Write full notes of a lesson for teaching boys the correct use of the Present-perfect and Past-perfect tenses in English.

V. Explain clearly the method you would follow in teaching a class the 4th proposition of the 1st book of Euclid.   What mistakes which the pupils are likely to make in proving this proposition would you guard against and how?

VI. Boys even in High School classes are often unable to say which of two given fractions such as $\frac{5}{7}$ and $\frac{8}{11}$ is greater and why. State clearly how you would make them understand this.

VII. Write full notes of a lesson on latitude and longitude and their uses.

# FIRST EXAMINATION IN LAW, 1902.

MONDAY, 8TH DECEMBER, 10 A.M. TO 1 P.M.

JURISPRUDENCE.

I. Distinguish between Sovereignty *de jure* and *de facto*.   Give Austin's views regarding Sovereignty and some illustrations of their unsoundness.   Where is Sovereignty in International relations?

II. State the theories of compulsion and contract regarding political obedience, and show that they are " alike incomplete and because incomplete misleading."   What is the modern view regarding the basis on which a State is built?

III. Briefly sketch the history of the theory of Law of Nature in modern times.   State its relation to the Law of England and also its influence on the rise of International Law.         •

IV. Give the various sources of Law.  What according to Austin are the " supposed sources of Law " ?  Discuss the propriety or otherwise of including Interpretation amongst the sources of Law.

V.  Explain " The most general category of law is duty." Define and criticize the division of duties into absolute and relative. Give examples.

VI.  Enumerate the various conceptions which contributed to the notion of a primitive Will under the Roman Law and show that whatever of testamentary power exists at the present day has been adopted from the Roman Jurisprudence.

VII. What sort of *ownership* prevailed in Archaic societies ? Compare the Indian village community with the Roman Gens. What is *possession* according to the Roman Law ?  How does it differ from what is understood as such by modern Jurists ?

VIII. What was the earliest conception of crime ?  How is it consistent with the theory that "Criminal Law is the modern equivalent of the Law of Revenge."  Was there any Criminal Law in early societies ?  Give reasons.

IX. Trace the development of the modern from the early notions of Contract.  What is the influence of the Roman Law of Contracts on Feudalism ?

X.  Write short notes on the following :--Jura in re aliena ; Jus ad rem ;  Res extra commercium ;  Legal fictions ;  Presumptions of law.


MONDAY, 8TH DECEMBER, 2 TO 5 P.M.

ROMAN LAW.


I.  Give an account of the codification of the Law in Justinian's reign.  What Codes had been enacted prior to that period ?

II. " The *Jus privatum* is composed of three elements, and consists of precepts belonging to the *Jus naturale*, to the *Jus gentium*, and to the *Jus civile*," says Justinian.  Explain clearly the meaning of these terms, and criticise this threefold division.

III. What were the essentials of a valid marriage under the Roman Law at Justinian's time ?

IV. What were the various modes of acquiring property under Roman Law ?  Briefly explain the nature of each, and what could be transferred thereby.

V. What were the essentials of the *testamentum tripartitum*, and why was it so called ?

VI. Explain the nature of Legacies and Trusts, under Roman Law, and give the provisions of the *Lex Falcidia* as regards the former, and of the *Senatus consulta Trebellianum*, and *Pegasianum* as regards the latter, showing the object of the Legislation in each case.

VII. Give the classification of contracts adopted in the Institutes, explaining briefly the nature of each.           •

VIII. Write short notes on the following terms : - *Manus, Capitis Diminutio, Tutor Legitimus, Obligatio,* and *Leonina Societas.*

IX. What were the Obligationes *ex delicto,* and *quasi ex delicto* respectively ? What was the probable reason for the distinction made in the penalties for manifest and non-manifest Theft respectively ?

X. Give a brief sketch of the history of the *Comitia,* or Legislative Assemblies of Rome.

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TUESDAY, 9TH DECEMBER, 10 A.M. TO 1 P.M.

## LAW OF CONTRACTS, INCLUDING NEGOTIABLE INSTRUMENTS, I.

I. Define the following terms :—(1) Consideration. (2) Coercion. (3) Promise. Point out the difference (if any) between the English and Indian Law as to what constitutes them.

II. Distinguish between fraud and misrepresentation.

III. Define a bailment and state to what extent the bailee is responsible for the property bailed to him. A, the plaintiff, entrusted certain goods to B, the defendant, who was a common carrier plying for hire, for conveyance from one place to another. Owing to an accidental fire, the cause of which could not be traced, the goods of A and also other goods belonging to B were totally destroyed. A sued B for the return of his goods or their value but failed to prove that B or his servants had been in any way negligent. How should this case be decided ? Give reasons for your decision.

IV. On a sale of 1000 bags of gram by sample on 1st March 1900 the defendant takes delivery of 100 bags on 1st March, and subsequently takes two further deliveries of 100 bags each on 1st April and 1st May respectively and pays the value of the first two deliveries in June, but subsequently refuses to take delivery of the remaining 700 bags, alleging that the gram delivered at the 2nd delivery, *viz.* on 1st April, was not up to sample. The plaintiff thereupon sells the remaining 700 bags by auction after due notice at a loss of Rs. 200, and claims as damages Rs. 200, the difference between the contract rate and the amount realised by the auction sale. It is proved at the trial that the sale was by sample and that the gram delivered at the second delivery, *viz.* on April 1st, was not up to sample. How should this case be decided ?

V. A man contracts to do a thing which at the time of performance is impossible. Is he liable to perform his contract under any and what circumstances ?. Discuss fully the following case :—A B purchased from C D 5 tickets to view the Coronation Procession on June 26th, 1902 at 5 pounds each. At the time of the sale of the tickets the seats had not been erected. The receipt for the sum paid (£25) described the seats as " seats to view the Coronation Procession." Owing to the illness of the King, the Coronation Procession

did not take place, but the seats had been erected.  Plaintiff sued defendant to recover the £25 he had paid.

VI. Under what circumstances is an agreement entered into by a minor enforceable against him ?

VII. Discuss the following cases and decide them : —1. An infant, in consideration of being employed as a servant by a certain firm for the purpose of selling and delivering certain goods at the houses of the firm's customers, contracted in writing with the firm that he was to receive a certain salary whilst employed by the firm and that if he left their employment, he would not compete with them in the same sort of business within a radius of 3 miles for a term of 2 years from the date of his leaving their service.  Shortly after he attained majority he left their service of his own free will and started a rival business within the prescribed area within the space of two years.  The firm brought an action against him for damages and for an injunction to restrain him from breaking his contract.  2. Some shares in a certain Company which were not fully paid up were assigned to the defendant, A, an infant.  Some months after A attained majority the Company went into liquidation and the liquidator appointed by the Court sued A for the calls due upon the shares.  Is A liable ?

VIII. What remedies are open at Law and in Equity to a man who finds that he is a party to an agreement which is void owing to mistake ?

IX. What is meant by the Prerogative writ of Mandamus ?  To what classes of cases is it applicable ?  Is there any similar procedure in India, and how is the remedy restricted ?

<center>TUESDAY, 9TH DECEMBER, 2 TO 5 P.M.</center>

## ' LAW OF CONTRACTS, INCLUDING NEGOTIABLE INSTRUMENTS, II.

I. Define the terms " Agency " and " Partnership," and show how they are related to each other.

II. Explain the following : - " Implied Agency ; " " Gratuitous Agency ; " " Factor ; " " Broker ; " " Commission Agent."

III. What restrictions are imposed on the power of a principal to terminate the Agency at any time ?

IV. A, the agent of B, buys a hundred bags of rice from C in his own name and without disclosing that he is really acting for B. B demands delivery of the rice from C on tendering him the price agreed on by A and C.  C refuses to deliver the rice to B.  What are the respective rights of the parties ?

V. A and B, partners in trade, agree to dissolve the partnership, and execute a deed for that purpose declaring the partnership dissolved as from January 1st.  They do not however discontinue the business of the Firm, or give notice of the dissolution.  On February 1st A indorses a bill in the partnership name to C, who is

not aware of the dissolution.  Is the Firm liable on the bill ?
Give reasons.

VI. Define " Bill of Exchange" and " Promissory Note," and
give an example in proper form of each.  Compare the former with
the latter, and with a " Cheque."

VII. A, being indebted to his Bankers, gets a cheque on another
Bank from his friend B, for the purpose of reducing his indebted-
ness, pays in the cheque, the amount of which is credited to A.  B
stops the cheque.  Can A's Bankers recover the amount from B ?
Give reasons.

VIII. Explain the nature and legal effect on the various parties
concerned of a " crossed cheque."

IX. Define " Negotiation," and explain how it is effected, and
how it differs from other modes of transfer.

X. What are the duties of an agent in respect of his principal
which arise from the fiduciary character of his relationship to him ?

<p align="center">WEDNESDAY, 10TH DECEMBER, 10 A.M. TO 1 P.M.</p>

<p align="center">THE LAW OF TORTS.</p>

I. Explain briefly (1) *Judicial acts ;* (2) *Authorising a nuisance ;*
(3) *Leave and License ;* (4) *Damage is the gist of the action ;* (5)
*Concurrent but several causes of action ;* (6) *Franchise ;* (7) *Con-
version ;* and (8) *Ancient lights.*

II. 1. Speaking of the classification of Torts, Pollock says,
" we are now independent of forms of action." Explain. 2.
" Whoever takes on himself to exercise a craft must be reasonably
skilled at his peril." State the exception, if any, to this rule.
3. " There is no contribution among wrongdoers." Discuss the
principle, with reference to decided cases in India and in England.

III. In what cases is one person held liable for another's wrong?
How far is a guardian liable for a minor's wrong ? How far is the
minor himself liable ?

IV. What is meant by remedial *self-help* ?  How do you distin-
guish it from self-defence ?  In what case, and within what limits,
can the remedy of *self-help* be availed of ?

V. 1. How far can *truth* be pleaded to justify a libel ? 2. Is a
mere repetition of a libel actionable ? 3. Discuss the nature and
extent of the privilege attaching to the publication of a report of a
libellous utterance.

VI. What should the plaintiff allege and prove in the following
cases ?—actions for (*a*) deceit, (*b*) waste, and (*c*) private nuisance.

VII. 1. In what cases will *negligence* be presumed against a
wrongdoer ? 2. Explain with reference to decided cases the prin-
ciple underlying the doctrine of contributory negligence.

VIII. Discuss the nature and extent of the liability of (*a*) the
owner of vicious animals,  (*b*) the vendor of poisonous drugs, and (*c*)
the sender of explosives and other dangerous goods through com-
mon carriers.

IX. Are the following actionable ?   Give reasons.  1. A falsely and maliciously says that B, the District Munsiff, decided his case wrongly because he (the District Munsiff) did not understand the law upon the subject.  2. A tells the police that he suspects B to be the person who committed the burglary in his house.  3. A wantonly and maliciously omits all honorific titles to which B is entitled in describing the latter in a suit brought against him.

X. What was decided in the following cases ?  Rylands *v.* Fletcher, Campbell *v.* Spottiswoode, Phillips *v.* Eyre, Hadley *v.* Barendale, Lumley *v.* Gye.

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# B.L. DEGREE EXAMINATION, 1903.

MONDAY, 12TH JANUARY, 10 A.M. TO 1 P.M.

## THEORY AND LAW OF PROPERTY (1).

I. "At the root of the English law of land lies the conception of Tenure."  Explain this fully.

II. What was the origin of the classification of property into Real and Personal ?  In what respects does that classification differ from the natural distinction between immovables and movables ?

III. Explain concisely the nature of the "Rule against Perpetuities."

IV. "A manor is an aggregate of rights vested in the lord, including rights in respect of lands, and also certain rights of jurisdiction."  Explain the nature of these various rights.

V. It is said that the origin of Uses was a device to evade the Statutes of Mortmain.  Give a full explanation of this statement.

VI. Write short notes on *Estovers, Waste, Emblements, Contingent Remainders,* and *Reversion,* giving examples of each.

VII. What estates are passed by the following grants ?—1. "To A with remainder to B for 21 years, with remainder to the heirs of A."  2. "To A for 21 years with remainder to B for life, with remainder to the heirs of A."  3. "To A for 10 years with remainder to the heirs of A."

VIII. What changes were made in the rules of Intestate Succession by the Inheritance Act of 1833 ?

IX. Define an "Easement," and explain the various terms of the definition.

X. Explain the methods whereby Easements are imposed, acquired, and transferred.

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MONDAY, 12TH JANUARY, 2 TO 5 P.M.

## THEORY AND LAW OF PROPERTY (2).

I. 1. What are the four kinds of common "assurances" enumerated by Blackstone and other text writers ?  Give an example

of each.  2. A, having contracted to sell a farm to B, lets him into possession pending the conveyance.  A's title is proved to be defective.  What are B's rights and liabilities under the Transfer of Property Act in respect of his occupation of the farm ?

II. 1. Distinguish the different kinds of Security created by *Mortgages, Charges*, and *Pledges* respectively.  2. After the sale of the equity of redemption by the Mortgagor, has the Mortgagee to sue the Purchaser or the Mortgagor, for the principal and interest due on the mortgage ?  Give reasons.  3. On an exchange of land what would be the consequence of Ouster of one of the parties from defect of title discovered after title by prescription has been acquired ?

III. Write explanatory notes on the following :—(*a*) Actionable claim, (*b*) Executory interest, (*c*) Power appendant, (*d*) Restrictive Convenant, (*e*) *Vivum Vadium*.

IV. 1. A makes a usufructuary mortgage of his lands in favour of B and then dies intestate and without heirs.  Who is entitled to the equity of redemption of the mortgaged lands ?  2. An estate is mortgaged to A in 1900 for Rs. 5,000 and then to B for Rs. 3,500.  A sells his interest in the estate to C, a stranger, for Rs. 3,000.  Is C entitled as against B to the whole debt of Rs. 5,000 or only to the Rs. 3,000 he paid A ?  3. A mortgaged certain lands to B, but kept the title deeds himself.  He then mortgaged the same to C handing over the documents of title at the same time.  B now sues on his prior mortgage, joining A and C as defendants.  To what relief is he entitled ?  Give reasons.

V. 1. What is meant by *tacking* a mortgage ?  In what respect does the Law in England differ from the Law in this country in regard to this matter ?  Illustrate your answer by suitable examples. 2. A mortgaged *Blackacre* to B for Rs. 10,000 and afterwards mortgaged *Whiteacre* to B for Rs. 5,000.  Owing to the encroachment of the sea, the market value of *Blackacre* falls to Rs. 4,000 only, while *Whiteacre* is worth Rs. 15,000.  A wishes to redeem *Whiteacre* alone, while B contends that both lands should be redeemed together.  Discuss the rights of the parties.  ●

VI. 1. A takes an agricultural lease of certain lands from B for a term of seven years at an annual rent of Rs 60.  A year after the date of the lease, the land is submerged by a flood and remains in that condition for the rest of the term.  Is A bound to pay any rent ?  Discuss clearly the principles involved  2. What difference is there between the liabilities of (*a*) a lessee, (*b*) the lessee's assignee, (*c*) the lessee's executor in regard to breaches of convenants.

VII. A's general agent B purchased in his own name an actionable claim at a Court auction.  At the time of purchase B had no knowledge of the market value of the claim but having discovered the next day that the purchase was very profitable, he assigned his right to realise the claim by means of registered deed, to C, the Sheristadar of the Court, at a price considerably above B's bid.  C had no notice of the agency.  B now sues C for the purchase money

and A seeks to obtain the transfer of the claim in his own name. Discuss the rights of the various parties.

VIII. 1. Distinguish an easement from (a) a license, (b) a profit à prendre, (c) a right ex jure naturæ.  2. Under what circumstances does there arise a way of necessity? How is it limited and by whom is it to be selected when more than one way is available? 3. Discuss clearly what was decided in the leading case of Dalton v. Angus. 4. State in outline, the right of a landowner as to (a) Water in a spring or well.  (b) Surface water.  (c) Water in a defined stream.

TUESDAY, 13TH JANUARY, 10 A.M. TO 1 P.M.
## HINDU AND MUHAMMADAN LAW.

I. Write short notes on the following :—Jaimini's Rule ; Saptapathi ; Kritrima Adoption ; Marumakkatayam Law : Succession per stirpes ; Remote Reversioner ; The Mithila school of Law : and Law of Personal status.

II. 1. What is the rule with regard to the authority of the relations of a girl to give her in marriage? 2. Does the conversion of the girl to a different religion affect such authority? A Hindu girl while a minor was married by her father to a Eunuch. On attaining majority, she sues to have it declared that the marriage is not binding on her. Is she entitled to the relief?

III. 1. Can a minor take a boy in adoption? Give reasons. 2. What are the rights of a boy adopted by a leper? 3. Discuss the principle of Factum Valet as applied to adoptions.  4. What is Illattom? How does it differ from adoption?

IV. 1. State succinctly the law regarding the partibility or otherwise of gains of science among members of an undivided Hindu family. 2. (a) The grandfather made a gift of his property to the father undivided from his son. (b) The father who is undivided obtained lands on Dharkast. Can the son claim a share in the above?

V. 1. What according to Mayne are the sources of liability of one person to pay the debts of another? 2. Discuss the validity or otherwise of the alienation by one member of a joint Hindu family of his share in the ancestral property.

VI. 1. How far and to what extent is a direction in a will for the accumulation of income valid? 2. If a will is invalid, to whom does the property go under the Hindu Law? 3. What was decided in the Pittapur case?

VII. 1. How far is a father-in-law bound to maintain his daughter-in-law? 2. What is the law with regard to reunion after a division among the members of a Hindu family? 3. Is a sister heir to her brother under the Hindu Law? What is her position in the order of succession?

VIII. Who are "distant kindred" according to Muhammadan Law? Compare their position with Residuaries. How many classes of "distant kindred" are there in Muhammadan Law?

IX. 1. In what cases does an increase of share occur under Muhammadan Law? 2. What is meant by the Return?

X. 1. Can a wife make a will under the Muhammadan Law?
2. Who can be legatees? (3) How far is the position of a Muhammadan mother as guardian affected by her re-marriage?

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TUESDAY, 13TH JANUARY, 2 TO 5 P.M.

## THE LAW OF EVIDENCE.

I. Explain and illustrate the rule "*Res inter alios acta alteri nocere non potest.*" State the exceptions, if any, to the rule and show why "its application to the law of Evidence is obscure."

II. Distinguish between (a) presumption and estoppel, (b) presumption of law and fiction of law. State the several kinds of presumptions laid down in the Indian Evidence Act and give three instances of each from the Act.

III. 1. A drew a bill upon B payable to a fictitious payee or order and indorsed it in the name of such payee, which B accepted. In an action by an innocent indorsee for valuable consideration, against B evidence is sought to be adduced regarding other bills drawn by A on B, payable to fictitious persons and accepted by B. It is admitted that none of these bills have any efficient relation to the bill on which the action is laid. 2. A is charged with uttering a forged bank-note and evidence is sought to be let in that the accused had uttered similar forged notes. State, with reasons, if the evidence is admissible in the above cases.

IV. What are the provisions of the English law and under the Indian Evidence Act regarding the admissibility of extra-judicial confessions against the persons making them? Can such confessions be ever used against third persons, and if so, subject to what conditions?

V. When is a dying declaration evidence? Note the difference, if any, between the English and Indian laws on the subject.

VI. 1. A deed of transfer of immovable property which on the face of it purports to be a sale, was executed by A in favor of B. It is recited therein that the consideration for the transfer was paid at the date of the execution of the deed. In a suit by B against A, the latter adduces oral evidence to show (a) that the transaction is really a mortgage and not a sale, (b) that the recital in the deed that consideration was paid is false. State, with reasons, if such evidence is admissible. 2. How, if at all, would your answer vary if the same evidence is sought to be adduced by C, a creditor of A in an action brought by the former against both A and B to show (a) that the transaction is a sham as no consideration passed, (b) that if true the deed evidences only a mortgage and not a sale? 3. Is such oral evidence admissible in an action between third parties X and Y—assuming that it is otherwise relevant to the enquiry between them? Give reasons for your answers.

VII. When and under what conditions are Judgments not *inter parties* relevant? Discuss this question fully.

VIII. How far and for what purposes may evidence as to character be adduced in *Civil* cases in England and in India?

IX. Classify under distinctive heads, evidence held inadmissible under the law on grounds of public policy. Refer briefly to the corresponding provisions, if any, of the Indian Evidence Act.

X. Write short notes on the following:—Public documents; latent ambiguity; leading question; *res gestæ*; *corpus delicti*; *lis mota*; *Slatterie* v. *Pooley*; *Higham* v. *Ridgway*.

WEDNESDAY, 14TH JANUARY, 10 A.M. TO 1 P.M.

CRIMINAL LAW.

I. Define "Servant of the Queen," "document," "valuable security," "illegal," "robbery," "coin."

II. Give the aggravated forms of the following offences:— (a) Assault, (b) Theft, (c) Receiving stolen property, (d) Wrongful confinement, (e) Giving false evidence.

III. What are the limitations placed by the Penal Code upon the exercise of the right of private defence ?

Discuss and decide the following case:—A wakes up in the middle of the night, being aroused by a noise, and sees B in his room. A jumps up and seizes a revolver. B snatches up A's watch and runs away with it, but as he crosses the compound he drops the watch and A not knowing this, fires and kills him. A is prosecuted for murder. Is A guilty of any and what offence ?

IV. Give instances when (a) the motive, and (b) the intention, of a person who does an act is material in deciding whether that act amounts to an offence or not. How far if at all is the maxim "*Actus non facit reum nisi mens sit rea*" applicable to offences under the Penal Code ?

V. What are the limitations laid down with regard to the power of the Court to inflict a punishment of fine (a) either as the sole punishment, or (b) in conjunction with some other punishment, and what is the scale of imprisonment which may be awarded in default of payment ?

VI. A and B, who are brothers, and C, who is no relation, are convicted of conspiring to wage war against the King-Emperor. A is sentenced to death (subsequently commuted to 20 years transportation) and forfeiture of property. B is sentenced to transportation for 15 years and a fine of Rs. 10,000. C is sentenced to transportation for 10 years and a fine of Rs. 5,000, which is not realised and C suffers the full further terms in default. Before the sentences of A and B expire, X, a relation of their's, leaves to each of them by will Rs. 10,000 for the purpose of giving them a fresh start in life after their release. A is released in due course. B dies before the expiry of his sentence, leaving as his heir his only son K. After C is released, the Government discover certain property belonging to C which had been successfully secreted during the term of his sentence. What are the rights of A, K, C, and the Government respectively to the property in each case? Give reasons for your answer.

VII. Discuss the following case :—

A had an unloaded gun in his house. During A's absence B loaded it, intending to fire it off, but did not do so and replaced it in its usual place. A not knowing it had been loaded carelessly pointed it at X. The gun went off and killed X. Are A or B or either of them criminally responsible, if so for what offence ? Give reasons for your answer.

VIII. Under what circumstances, if at all, will (a) Insanity, (b) Intoxication, (c) Contributory negligence, afford a valid defence ?

IX. In what cases is a breach of contract made an offence under the Penal Code?

X. Distinguish between theft and criminal breach of trust.

Discuss the following :—Shortly after the fire at the Madras Fair in 1886 A, a grass cutter found in the Peoples Park lying hidden in the grass near the scene of the fire a gold jewel. She sold the jewel to B for Rs. 3, thinking that if she gave it to the police they would never find the real owners and that they would never return it to her. Have A or B committed any and if so what offence ?

WEDNESDAY, 14TH JANUARY, 2 TO 4 P.M.

INDIAN CONSTITUTIONAL LAW.

I. "The Indian High Courts Act of 1861 closed the series of Constitutional Statutes consequent on the transfer of the Government of India to the Crown."—Enumerate these statutes, giving briefly their objects, and sketch a brief summary of the more important constitutional provisions of the first of these statutes.

II. Give a brief historical account of the origin and growth of the Judicial functions of the Privy Council and sketch a short summary of the law relating to the right to appeals to the Privy Council from the judgments of the Courts in India in Civil and Criminal cases.

III. Give a brief historical account of the constitution and powers of the Municipal Corporation of Madras as originally established.

IV. What questions of Constitutional importance arose for decision in the cases of (a) In the matter of Ameer Khan, (b) The Nabob of the Carnatic v. The East India Company, (c) Mayor of Lyons v. East India Company, (d) Collector of Sea Customs v. Panniar Chitrumbaram, and how where they decided ?

V. Name the earliest Courts established in the Madras Presidency under British rule and give an account of their jurisdiction.

VI. Give a general sketch of the history of the Provincial Criminal Courts in the Madras Presidency from 1802 down to 1872.

VII. Write short notes on
    (1) Scheduled Districts.
    (2) A Court of Oyer and Terminer.
    (3) Petty Sessions.
    (4) Court of Requests.
    (5) Non-regulation province.

# · M.L.-DEGREE EXAMINATION, 1903.

MONDAY, 12TH JANUARY, 10 A.M. TO 1 P.M.

## LAW OF CONTRACTS (IN GENERAL).

I. Illustrate, from decided cases, the principle that until acceptance, no obligation arises.

II. Parties to an agreement agree further that the terms of their agreement shall be reduced into a formal writing. Discuss the effect of this latter agreement.

III. Discuss the question as to whether agreements made by minors are, under Indian Law, void or voidable.

IV. Compare the English and Indian Law as to agreements in restraint of trade.

V. How would you decide the following cases, and for what reasons, on the question of damages? (1) A contracted to sell and deliver to B " from 2000 to 4000 tons of coal." A failed to deliver any coal. B sued A for damages for non-delivery of 4000 tons. (2) A sued B for damages for non-delivery of coal contracted to be delivered to A between January and May 1900 in pursuance of a contract between the parties entered into on October 21st, 1899. There was no coal in the market of the particular description during the period covered by the contract, during which time A had entered into various contracts for the supply to customers of coal of the description in question at certain rates. (3) A, a tailor. delivered a sewing machine and some cloth to a railway company to be despatched to Y where a large fair was to be held. The railway company through carelessness sent the articles to Z, and they did not reach Y until after the fair was over. A sued the company for damages on account of his estimated profits, the travelling expenses of himself and his assistant to Y, and their expenses for food and lodging while at Y.

VI. Explain, with illustrations, why when it is sought to enforce contractual obligations by Injunction the Court must be guided by the rules and provisions contained in Chapter II of the Specific Relief Act.

VII. What, if any, are the exceptions to the rule that a contract will not be specifically enforced in part?

VIII. How far, if at all, will silence on the part of a party to a contract as to a material fact afford a defence to specific performance of the contract.

IX. A contracted to do specified work for B for Rs. 1,000. (a) A performs half the work and then abandons it. (b) A completes the work but in a manner different to (though better than) the manner agreed upon. Can A in either case recover the price for the work performed from B? Give reasons.

X. A agreed to sell goods on credit to B for a certain period,

the goods being delivered by instalments. During the period B assigned his interest in the contract to C. Is the assignment to C valid? Give reasons.

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MONDAY, 12TH JANUARY, 2 TO 5 P.M.

BAILMENTS, CARRIERS, SURETYSHIP
AND GUARANTEE.

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*(Give reasons for your answers.)*

I. State shortly the liability of an innkeeper with respect to the goods of his guest. A stayed at an hotel in Madras, and in his bedroom was a notice that the proprietor of the hotel would not be liable for the loss of valuables not deposited with him for safe custody. A placed his watch on a table in his room and left his door open; the watch was stolen in the night. Has A any remedy?

II. Compare, and state the principles on which you would decide, the following cases:—1. A deposited his carriage with B for safe keeping, and it was damaged by the fall of the shed in which it was placed. The shed had been erected by D, a builder, under contract with B, and its fall was due to the want of proper care and skill in its erection. 2. A hired a carriage from B for a year. A's coachman drove the carriage, for his own purposes, in another direction to that ordered by his master, and whilst so doing damaged the carriage by negligent driving.

III. In what cases, if at all, can a bailee set up the right of a third person to goods bailed, as against the bailor? A, the owner of goods in B's warehouse, was induced by the fraud of C to instruct B to hold them to C's order. C sold the goods to D, who obtained a statement from B that he held the goods to D's order. On discovery of the fraud, B on A's instructions refused to deliver the goods to D. Has D any and what remedy?

IV. A was carrier of goods under a contract with the owner exempting A from all liability for loss or damage to the goods, which were lost through a collision with the ship of C, caused by the negligence of the latter. Can A maintain a suit against C for the loss; and, if so, what is the measure of damages?

V. 1. What was the effect under the Common Law of a general notice by a carrier limiting his liability? 2 A delivered a bullock to the railway company at Madras to be carried to N. The animal was placed in a truck of the usual kind, but during the journey escaped and was killed. Advise the company whether they have any defence to an action by A for damages, and what evidence they should adduce in support thereof.

VI. A, on his appointment as agent of B, procured two persons, C and D, to execute a guarantee for the due accounting of all monies received by him, which was drawn up so as to limit the liability of each surety to Rs. 500. After C had signed the guarantee, D also executed it, but added to his signature " liable for Rs. 100 only." B

now sued C and D jointly for Rs. 500, due to him by A. What are the rights of the several parties ?

VII. What is a 'continuing guarantee,' and how is it determinable ? 1. A, in consideration of the appointment of B as manager of a business for a term of seven years, gave a guarantee to C for the due performance of his duties by B, who subsequently became insolvent. Advise A as to his position. 2. A, upon the grant of letters of administration of the estate of a deceased person to B, entered into a bond with the district judge as surety for B, who has since committed, and threatens to continue, acts of mal-administration. Has A any and what remedy ?

VIII. Examine, and state the principles applicable to the following case :—A gave to B a guarantee for the dealings of C, as agent for B. The agreement between B and C was for C to render monthly accounts ; but A was not aware of, and did not make any inquiry as to, the terms of B's employment. Subsequently, it was arranged between B and C that half-yearly accounts should be rendered. C now seeks to make A liable for a balance due from B on his last half-yearly account.

IX. In a contract of carriage, who is liable for the freight as between the carrier and the consignor or consignee ? A delivered a machine to B, to be returned to the owner C, from whom A had hired it on the terms that A should pay carriage both ways. The consignment note described C as consignee and stated that the consignee was to pay carriage when demanded by B. Advise B as to his remedy, if any.

X. State shortly the means by which a pledge of goods may be determined ; and examine the following case : —A obtained an advance from B on deposit of a bill of lading for goods then at sea. On arrival of the goods, B handed the bill of lading to A, under an agreement that A should sell the goods and pay the proceeds to B in satisfaction of the debt. A sold the goods to C, under a previous contract for sale of goods of the same description, and became insolvent before receipt of the price, which is now claimed by the official assignee.

TUESDAY, 13TH JANUARY, 10 A M. TO 1 P.M.

## LAW OF AGENCY, PARTNERSHIP AND COMPANIES.

I. Agency has been said to be a "form of employment." Explain this, and define Agency, and show the nature of its connection with a Partnership and a Company.

II. Explain how a gratuitous Agency is a valid Agency, having regard to the rules of the Indian Contract Act as to the formation of Contracts.

III. Enumerate the different kinds of "General Agents", and give their rights and duties respectively.

IV. Explain the doctrine of Ratification, showing the principle on which it is based. A, who is not B's Agent and has no authority

to act for him, buys goods from C in his own name, but in reality he intends to buy them on behalf of B, though he does not assume the character of an Agent in his dealings with C. Can B afterwards ratify A's act and claim the goods from C? Give your reasons.

V. "An authority coupled with an interest is irrevocable." Explain clearly the meaning of this rule, showing the nature of the interest and how it arises. Consider these cases : 1. A consigns goods to a factor to sell at a certain price, the latter to be remunerated by a commission. Before sale A suddenly revokes his instructions. 2. A consigns goods to a factor to sell at a certain price. The factor advances a sum of money to A, in consideration of A allowing him to sell at the market price, and to retain his advances from the sale proceeds. A subsequently revokes the authority. 3. A consigns goods to a factor to sell at a certain price. The factor advances certain moneys to A on the security of the goods. A revokes his order to sell and does not repay the advances.

VI. What are the essential elements in Partnership? Define it accordingly. Criticise, if you can, the definition given in Section 239 of the Indian Contract Act.

VII. What is a Quasi Partnership and how does such arise? Distinguish between such relationship and that of creditor and debtor, and that of a dormant partner.

VIII. Show that the Law of British India does not permit a "Limited Partnership," save in the case of Infant partners.

IX. More than twenty persons took part in a lottery. The prize winners agreed with the promoters of the lottery to continue their subscriptions in respect of the successful ticket for two more years in accordance with the arrangement under which the lottery was established. The money not having been paid, the promoters sued on the covenant. The prize winners pleaded in defence that there had been no registration of the concern under section 4 of the Indian Companies Act, and that therefore the suit did not lie. What would be your decision of this case and on what reasons would it be based?

X. A served a Limited Company as a broker by getting shares therein subscribed for, under the tacit understanding that he should get the usual broker's commission. He was given two shares as remuneration for his services, though the account of his commission as broker had not then been settled. The company was wound up and the Liquidators placed his name among the contributories for the value of the two shares. A applied to have his name removed from the list. How would you decide this case and for what reasons?

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### LAW OF DOMESTIC RELATIONS.

I. Under English law at the present day such rights as a wife has in her husband's property only arise on the death of her

husband intestate. What are these rights and how may the wife be debarred therefrom in her husband's lifetime?

II. "The authority of a wife to bind her husband by her contracts is simply a branch of the law of Principal and Agent." Explain this, showing how she derives her authority (a) when she and her husband are living together; (b) when they are living apart.

III. A forbids his wife B to pledge his credit. B buys goods on account of A from C, a tradesman, as she had been accustomed to do, and from D, a tradesman with whom she had not formerly dealt. C and D sue A for the value of the goods supplied. Can they recover? Give reasons.

IV. "The contract of marriage has as its sequent the resulting status—matrimony." What are the essentials of a valid marriage under the Hindu and Muhammadan Law respectively, and how can the status of matrimony be changed under those systems of Law, and under the Christian Law?

V. Consider the following case:—A and B, Hindus, married. B, the wife, subsequently deserted A, and lived with another man C. A and B subsequently become converted to Christianity, and A sued for a divorce from B by reason of her adultery with C.

VI. 1. A commits an assault on B, the servant of C. 2. B, the servant of C, is travelling by Railway. Through the negligence of the servants of the Railway an accident occurs and B is injured and laid up in hospital for three months. 3. A negligently drove over B, the servant of C, and killed him. 4. A carelessly drove over B, a child of C, aged two and a half years, and seriously injured B. What remedy has C, if any, in each case?

VII. "The law gives no remedy to a parent for the mere seduction of his daughter however wrongfully it may have been accomplished." Explain the circumstances in which a remedy is afforded.

VIII. 1. A Brahman boy 16 years of age, having left his father's house, went to and resided in the house of a Missionary, where he embraced Christianity and was baptized. The father sued to recover possession of the son from the Missionary. 2. A and B, married under the Christian Law, had a son aged 10 years. B, the wife, changed her religion to that of Muhammadanism and claimed the custody of the child. How would you decide these two cases? Give your reasons.

IX. What persons are entitled to Maintenance under the Law prevailing in British India? A and B are married under Hindu Law. What are their respective rights to maintenance (a) when the husband, A, becomes a convert to Christianity and B the wife remains a Hindu, and (b) B becomes a convert to Christianity and A remains a Hindu?

X. Compare the legal effects of Adoption under the Hindu, Roman, and Muhammadan Law.

I. In what cases, if at all, is a man justified in using his own property in such a manner as to cause an injury to another?

Examine the following cases :—1. A farmer ploughed waste land, and then left it fallow, so that weeds grew up, of which the seeds were carried by the wind on to his neighbour's land, and did damage to the crops.    2. A and B were owners of adjoining mines. A, knowing that there was a body of subterranean water above a seam of mineral in his mine, worked the seam ; and the water flowed down into and flooded B's mine.

II. State shortly the extent of the duty of an owner of premises to persons lawfully entering thereon.

III. Is the infancy of a party a material fact in an action for tort, in any and what cases? A, a student under 18 years of age, hired a riding horse, and was warned by the owner not to use the horse for jumping, as it was not in fit condition, and not to ride beyond a certain distance.    A rode the horse beyond the specified distance, and also jumped it ; and the horse was injured.    Has the owner any, and what, remedy?

IV. Discuss the question, with reference to recent decisions, whether a combination of several persons to effect a common object, which results in damage to another person, constitutes a civil injury.

V. What is the measure of damages in an action of trespass to chattels, when brought by (*a*) one of several co-owners; and (*b*) a bailee?

Examine the following case :—A lent B a horse gratuitously ; and B turned it into his field after dark.    The fence separating B's field from C's, which C was bound to repair, was broken ; and the horse fell through the fence, and was killed.

VI. State shortly the differences, if any, between an action for libel, and an action for slander of title.

Will an action lie in the following case?—A, a trader, published an advertisement of his goods, in which he untruly alleged his goods to be superior in quality to those of a rival trader B.

VII. Where statutory power has been given to a person to do an act, is he liable in any, and what, cases for damage thereby caused to another person?

Examine the following case :—In pursuance of powers conferred by statute, a railway company made an embankment, which prevented the flood water from running off adjoining land in the accustomed manner ; and thereby caused damage to the land owners.

VIII. 1. Can one of several co-owners of a chattel maintain a suit for conversion against his co-owner, in any and what cases? 2. Is an auctioneer liable to a suit for conversion, if he sells the goods of a third party?

IX. What must be proved by the plaintiff in an action for deceit? Distinguish an action for deceit from a suit in equity for rescission of a contract for misrepresentation.

X. Under what circumstances is the remedy by injunction or that by damages, the appropriate remedy for an infringement of a right to light? Does the English differ from the Indian law in this respect?

### WEDNESDAY, 14TH JANUARY, 2 TO 5 P.M.
### LAW OF TORTS—NEGLIGENCE, NUISANCE, LIBEL AND SLANDER.

I. Is the owner of premises liable in any and what cases for a nuisance committed upon them by the occupier? Advise C as to his remedy in the following cases:—1. A let land to B for a term of years, and authorised him to erect lime-kilns, which caused a nuisance to C. A then sold the land to D. 2. C obtained an injunction against A to restrain a nuisance caused to him by lime-kilns erected by A on his land. A subsequently sold the land to B, who continued the nuisance.

II. Is it a defence to a suit for a nuisance that it is for the public good? A municipality, which owned land adjoining a river, constructed a reservoir for the purpose of supplying water to the town, and diverted a large quantity of water from the river, so as to affect the supply of water to the riparian owners lower down the river. Have the latter any and what remedy?

III. Where the independent acts of several persons are severally innocuous, but when combined cause damage to a third party, has the latter any remedy, and as against whom? A, a manufacturer, had for some years emptied water containing a harmless chemical into a stream. B started a factory from which he emptied into the same stream water containing another chemical, which of itself would not sensibly affect the water. The combination of the two chemicals prevented C, a manufacturer lower down the stream, from using the water in his business; has he any remedy, and against whom?

IV. What is the nature and extent of the right of an owner of land to the support thereof by his neighbour's land; and how is this right affected by the erection of buildings on the land? A, by working for coal under B's land, caused a subsidence; he satisfied B's claim for damages, and thereafter ceased to work his mine. Ten years afterwards, C, an adjoining owner, began to work the coal under his land; and a further subsidence of B's land took place, which would not have happened but for the original excavation by A. What are the rights of the parties?

V. What must be proved to support a suit against a person in respect of an act which affects the personal health or comfort of his neighbour? A and B had adjoining shops. A built a stove against

the wall separating the two shops, which was well constructed and of an ordinary character, but built so near the place where B kept his goods as to damage them.

VI. A, a surveyor employed by B, gave a certificate as to the condition and value of buildings in the course of erection upon B's land by C, a builder. Owing to A's negligence, the certificate was untrue; and D was induced thereby to advance money to C, on the security of his agreement with B. Has D any remedy, if the security for the loan is insufficient?

VII. What must be proved to support an action for slander, (a) in English Law; and (b) in Indian Law?

VIII. Discuss the question whether the contributory negligence of a person, to whose care or charge another person has entrusted himself, precludes the latter from recovering for damage caused by a third person; and examine the following cases :—1. A collision occurred through the fault of two vessels X and Y, and A and B, an engineer of the ship and a passenger respectively, who were on board Y, but had nothing to do with its navigation, were injured. A and B now sue the owner of the other vessel, X. 2. A, a child of 5 years, whilst crossing the road with his father B, was injured by the negligent driving of C. The accident would not have occurred but for B's negligence.

IX. In what cases, if at all, is a person liable for his negligence, notwithstanding that the person damnified thereby was aware of the risk of damage, and ran the risk?

X. In an action for libel, in which the defendant pleads privilege for a confidential communication, is it material whether the defendant volunteered, or was applied to for, the information? Examine the following cases :—1. A, hearing that B, whom he had discharged from his service on suspicion of theft, was seeking to enter C's service, wrote to C, of his own accord, giving B a bad character. 2. At the hearing of a suit, A, the defendant's pleader, commented severely on the conduct of a witness for the plaintiff; and afterwards sent a full and fair report of the case, containing these comments, to a newspaper, in which they were published.

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THURSDAY, 15TH JANUARY, 10 A.M. TO 1 P.M.

## MERCANTILE LAW.

I. What are the rights of the parties upon the transfer by delivery of a bill of exchange payable to bearer? A discounted with B, a bill payable to bearer, without indorsing it. Unknown to A, the amount of the bill had been fraudulently altered by a previous holder. What are the rights of the parties?

II. What is meant by a *holder in due course* of a negotiable instrument? A, the manager of a bank, stole negotiable securities from the bank, and pledged them with B. Subsequently A obtained the securities from B by fraud, and replaced them in the bank safe. What are the rights of the bank and B?

III. In what cases, if any, will a lien be created upon the monies secured by a policy, by the payment of the premiums by a third party ? A mortgaged a policy on his life to B and subsequently became bankrupt. A continued to pay the premiums, and on his death, C, his representative, claims payment of the premiums with interest, as salvage monies.  Is he entitled thereto ?

IV. What is the object and legal effect of the days of grace allowed by a policy for payment of the premiums ? During the current year of a policy against fire effected by A with the X insurance company, the company gave A notice that they would not continue the insurance unless he paid an increased premium. A refused to do so.  The premises were destroyed by fire after the expiration of the year, but within the days of grace.  Has A any and what claim against the company ?

V. Is there any and what distinction between a representation on which a policy is granted and a warranty contained in the policy ? A policy of marine insurance contained in the margin the words " In port, 20th July, 1900."  The ship sailed on the 18th July, and was lost in August.  Can the assured recover the policy monies ?

VI. What is a *qualified acceptance ;* and what is the effect of the holder of a bill acquiescing in such an acceptance ? A drew a bill on B, of Madras, for Rs. 500, for the price of goods shipped by A to B, and indorsed it to C.  B accepted the bill, " subject to receipt of bills of lading " for the goods.  What are the rights of the parties ?

VII. Has a trader any right of property, or other interest, in the name under which he trades ? Examine the following cases :—1. A company, " Thomas Glover & Sons, Limited," and John Glover, trading as " John Glover & Co." carried on similar businesses in the same town.  John Glover took his sons into partnership, and changed the firm name to " John Glover & Sons ;" and certain customers of the company were thereby led to believe the two businesses to be identical.  2. A, an employé of X and Co., allowed them to use his name as part of the description of the goods sold by them.  He left them for another firm, who used his name on their goods.

VIII. Is it a defence to an action for infringement of a trade-mark that the mark was in use by another trader, before its adoption by the plaintiff, or that it contains misstatements ? A obtained a patent for crucibles, and sold them as " Patent Plumbago Crucibles." Is it any defence to an action by A against B, for use of this description that A's patent has been declared invalid, or that its term has expired ?

IX. What are the rights of the parties to an accommodation bill ? 1. A bill was drawn by A, and indorsed by C, for the accommodation of B, the acceptor.  B failed to pay the bill at maturity, and A was compelled to pay the amount.  Advise A as to his position.  2. A drew a bill upon B, who accepted it for A's accommodation.  A sent funds to B to provide for the bill, but became insolvent before maturity.  What are the rights of A's assignee in insolvency, and B ?

X. How is the right to a trade-mark acquired ? Can an importer of goods manufactured in another country, and marked by the manufacturer with his own mark, restrain another importer from selling similar goods bearing the same mark, but made by a different manufacturer ?

<div align="center">THURSDAY, 15TH JANUARY, 2 TO 5 P.M.</div>

<div align="center">MARITIME LAW.</div>

I. At what date is the loss under a policy of marine insurance estimated ? What are the rights of the assured in the following cases ? 1. A ship, insured free of American condemnation, was driven ashore by wind and damaged ; and was afterwards captured by the Americans and condemned. 2. A ship was insured at and from London to Calcutta, and was damaged by striking on a reef. After the expiration of the policy she was totally destroyed by fire.

II. When is freight insurable ? A ship-owner effected a policy on freight on his ship at and from Madras to London. The ship arrived at Madras on 30th November, discharged cargo until the 5th December, and was lost on 6th December, when no homeward cargo had been shipped. The master had then purchased, on account of the ship-owner, 25 tons of goods, and had contracted with a local-firm, B and Co., to ship 120 tons of goods. A and Co. had informed the master that they intended to ship 90 tons of goods, but no contract had been signed. What are the rights of the assured under his policy ?

III. What is the position of a person, other than the charterer, who ships goods on board a chartered ship, and accepts bills of lading from the master ? C chartered a ship from A, and put it up as a general ship. F put goods on board in ignorance of the charter. The master refused to sign bills of lading except in terms of the charter, which gave the ship-owner liens for demurrage and freight under the charter, and refused to deliver up the goods. Advise F as to his position.

IV. Can the master of a ship sue, or be sued, in respect of a bill of lading signed by him, for freight or otherwise ? Goods were shipped by charterers, under a charter-party which provided for payment of freight on delivery of cargo, the master to sign bills of lading, and on completion of loading the charterers' liability to cease. The master signed bills of lading, for "freight as per charter-party," and on non-payment sued the charterers. Have they any and what defence ?

V. Where the treaty of Paris does not apply, what are the rights of a captor, and the owner of a vessel or of goods, with respect to freight, in case of (a) the capture of enemy's property carried in a neutral vessel ; and (b) the capture of an enemy's ship carrying the goods of a neutral ?

VI. What is the effect of notice of stoppage *in transitu* given by a vendor to the owner of the ship in which the goods have been

shipped ? Can the vendor of goods ratify a stoppage *in transitu* made by another person without his authority, in any and what cases ?

VII. What is the "suing and labouring clause" in a policy of marine insurance ; and what losses are recoverable by the assured thereunder ? Examine the following cases, in which the policy contained this clause :—1. A ship, assured against total loss only, put into a port of distress ; and the master incurred expenses for the purpose of refitting and bringing her to the port of destination. 2. The master of a ship incurred expenses in employing a tug to prevent the vessel from going on shore.

VIII. What is the meaning and effect of a bill of lading ? What is the effect of a bill of lading given to a charterer, which contains terms differing from those of the charter-party, as between (*a*) the ship-owner and the charterer ; and (*b*) the ship-owner and an indorsee of the bill of lading from the charterer ?

IX. What are the rights of the captor in respect of neutral property recaptured by him from the enemy ? What are the rights of the parties in the following cases ?—1. A neutral ship was captured by the enemy for breach of blockade, and for carrying contraband of war ; and was subsequently recaptured by a British ship. 2. Neutral property was re-captured by a British ship, from a belligerent who had condemned it under the rule, "enemy's ships, enemy's goods."

X. What is the legal effect of a covering note, or "slip," for the issue of a policy on goods ? A slip was given by an insurer to A, for a policy on 10,000 bags of rice, to be shipped by a certain line of steamers ; the policy to be issued on receipt of particulars, and to include the risk of loading on board. A intended to load 1,000 bags of rice on the X steamer, and in so doing lost 500 bags ; he then applied to the insurer for a policy on the 1,000 bags, and on its issue claimed for the loss. Is A entitled to recover ?

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## FIRST L.M. & S. DEGREE EXAMINATION, 1903.

MONDAY, 6TH APRIL, 10 A.M. TO 1 P.M.

### ANATOMY.

I. What bones enter into the formation of the orbit and what structures pass through its foramina ?

II. How is the Superficial Palmar arch formed ? Describe its relations and branches.

III. What is the Foramen of Winslow and what are its boundaries ?

IV. Give the origin, course and distribution of the Right Phrenic Nerve.

MONDAY, 6TH APRIL, 2 TO 5 P.M.
## PHYSIOLOGY.

I. In what parts of the body is ciliated epithelium found? Describe the structure of ciliated epithelium and give an account of ciliary action.

II. Point out the ways in which the nervous system regulates the blood supply of any organ or tissue according to special requirements.

III. "The object of respiration is to give the haemoglobin of the blood the opportunity of combining with oxygen, and so replacing the oxygen which it has lost in its circuit of the body, and to allow the carbonic acid which is partly dissolved in blood and partly in loose combination with its salts, to escape into the air." Explain clearly how the various events referred to in this statement are brought about.

IV. Explain the advantages of a mixed diet. Give an example of a typical mixed diet specifying all its constituents.

V. Give an account of the structure and functions of a urinary tubule. State briefly what is known as to the history of urea in the body.

TUESDAY, 7TH APRIL, 10 A.M. TO 1 P.M.
## CHEMISTRY.

I. Explain the terms : equivalent of an element, specific heat, atomic heat. Iron has two equivalents, viz :—18·66 and 28, the specific heat of iron is 0·112 ; explain why its atomic weight is taken as 56.

II. State the laws referring to (1) the volumes in which the constituent gases combine to form a gaseous compound, (2) the relation between the volumes of the constituent gases, before they combine, to the volume of the gaseous compound formed.

With reference to each of the above laws, state the volumes of the following gases :—steam, hydric chloride, ammonia.

III. Calculate the volume of hydrogen which can be liberated from water by 20 grammes of sodium, the gas being measured at 18°C. and 750mm. Express the result in cubic millimetres.

IV. Describe what takes place when each of the following substances is heated in a dry test tube, and give equations for any chemical changes which take place :—mercuric chloride, calomel, ammonium nitrate, microcosmic salt, and stannous chloride.

V. How is gaseous phosphoretted hydrogen usually prepared, and why is it spontaneously inflammable when so prepared ? How does this gas resemble and differ from ammonia ? Write equations to show what takes place when this gas is burnt in oxygen, and in chlorine respectively.

VI. Give an account of the manufacture of sulphuric acid, writing equations for the reactions which are believed to take place.

What are the properties of this acid? Name, in the order of their insolubility, the metallic sulphates which are insoluble in water.

VII. Name and give the composition of the most important minerals containing copper. Describe the process of extracting copper from the mixed ores. How do strong nitric and sulphuric acids respectively act upon copper (1) when cold, (2) when heated?

VIII. Mention the chief compounds of arsenic and of antimony, which are found in nature. How are these elements obtained from them? How may very small quantities of these elements be detected and identified?

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# SECOND L.M. & S. DEGREE EXAMINATION, 1903.

MONDAY, 13TH APRIL, 10 A.M. TO 1 P.M.

## GENERAL PATHOLOGY.

1. Describe the life history of the simple tertian parasite of malaria.

II. What do you understand by the terms septicaemia, sapraemia, and pyaemia? Illustrate by examples.

III. Describe the macroscopical and microscopical appearances of (a) Large white kidney, (b) Granular contracted kidney.

IV. Describe the appearances of a heart the subject of advanced mitral stenosis.

V. What are the characteristics of a malignant tumour?

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TUESDAY, 14TH APRIL, 10 A.M. TO 1 P.M.

## MATERIA MEDICA AND THERAPEUTICS.

I. Name the B.P. preparations of Arsenic, with their doses and actions.

II. Give the B.P. preparations of Hyoscyamus, with the doses of the two most important.

III. What is meant by (a) *incompatibility*, (b) *accumulative action*, (c) *antagonism*, of drugs? Give examples of each.

IV. 1. For what disorders would you select the following drugs? 2. Give their doses. 3. Draw up a prescription containing each drug respectively, for the use of an adult :—Sodii Salicylas, Codeina, Colocynthis, Creasotum, Guaiacum, and Ergota.

V. Mention half a dozen important mixtures (B.P.) giving their composition, uses, and doses.

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TUESDAY, 14TH APRIL, 2 TO 5 P.M.

HYGIENE.

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I. What are the causes of unwholesomeness in fruit and fish?
How would you recognise such food as being unwholesome, and what
would be the probable consequences of consuming it?

II. A question is raised by the Municipal Council of a town of
20,000 inhabitants concerning the erection of a refuse destructor.
What circumstances would lead you to advise for or against it?

III. You are called upon to treat a case of enteric fever in a
private house.   What is your duty as medical attendant to prevent
the spread of the disease (a) if there be a properly constituted
health department in the town, (b) if there be not?

IV. Define "permanent" and "temporary" hardness of water.
How are they estimated?   Are there any objections to using hard
water (a) for culinary purposes, (b) for drinking?

V. What are the principal methods used in the purification of
sewage?   Which of them do you consider the most suitable to be
applied to the sewage of Madras and why?

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WEDNESDAY, 15TH APRIL, 10 A.M. TO 1 P.M.

MEDICAL JURISPRUDENCE.

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I. 1. On what grounds can a Life Insurance Company dispute
its liability to pay the sum assured?   2. What are your responsi-
bilities as a referee when you happen to be the family Medical
adviser of the applicant for assurance?

II. Mention in detail what you understand by (a) Ergot, (b)
Ergotism.

III. 1. Define suffocation.   2. Discuss the chief points that
would arise in ascertaining the cause of death in suffocation.

IV. What are the differences between the male and female
skeleton?

V. In connection with identification of the living, discuss the
following points: (a) Scars, (b) Tattoo marks, (c) Finger tip
impressions.

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FRIDAY, 17TH APRIL, 10 A.M. TO 1 P.M.

PRACTICAL PATHOLOGY AND BACTERIOLOGY.

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[*N.B.—All preparations must be shown to the Examiner.*]

I. Stain and mount the section provided in Farrant's solution.
Describe briefly on paper what you see, using Leitz objective 6 and
eyepiece 3.

II. Make a fresh preparation of your own blood as if to demonstrate the malarial parasite.

III. Make preparations of the fluid in tube A so as to demonstrate its bacterial contents.

IV. Inoculate a broth tube from a colony in the Petri dish provided.

V. Specimens and Oral.

## FINAL L.M. & S. DEGREE EXAMINATION, 1903.

MONDAY, 13TH APRIL, 10 A.M. TO 1 P.M.
MEDICINE INCLUDING MENTAL DISEASES
AND MEDICAL ANATOMY.

I. Describe in detail the life history of the malarial parasite in man.

II. State what you know of puerperal insanity and its treatment.

III. Cirrhosis of the Liver. Describe the etiology, morbid anatomy, symptoms, diagnosis and treatment of this affection.

IV. Give the symptoms, etiology and treatment of a case of spasmodic asthma.

V. What are the different varieties of tapeworm ? Describe generally their structure. What treatment would you adopt ?

MONDAY, 13TH APRIL, 2 TO 5 P.M.
SURGERY AND SURGICAL ANATOMY.

I. Describe the various ways in which healing of wounds may take place. What conditions are essential for obtaining healing by " first intention "?

II. Enumerate the causes of caries of bone. Describe the signs and symptoms of the disease, and explain the principles upon which it is treated.

III. State the rules that should be observed in the treatment of primary hæmorrhage from wounded arteries, and explain the reasons for each rule respectively. How would you treat a punctured wound of the superficial femoral artery from which hæmorrhage was going on ?

IV. What are the signs of backward dislocation of both the radius and the ulna at the elbow joint ? How would you diagnose such an injury from a fracture of the lower end of the humerus ? Describe the treatment of this form of dislocation.

V. Describe the anatomical relations of the popliteal artery. What symptoms, both intrinsic and extrinsic, would be produced by an aneurism of this vessel ?

TUESDAY, 14TH APRIL, 10 A.M. TO 1 P.M.
## MIDWIFERY AND DISEASES OF WOMEN AND THE NEW BORN CHILD.

I. Give the causes of face presentation, and describe the mechanism of Labour in the 1st position.

II. What are the uses of the liquor amnii, and what is supposed to be the average amount ?   How does an excess or deficiency affect labour, and in what stage ?

III. Describe the appearance of a typical rachitic pelvis.   To what causes are the deformations due ?   In Madras what kind of deformed pelvis is most common ?

IV. Accidental Hæmorrhage.

(a) Give causes, symptoms, diagnosis and treatment.

(b) Give your opinion with reference to the position of the placenta in the three zones of the uterus, as regards safety or otherwise.

V. What discharges may appear from the vulvar outlet ?   Give their causes and characters.

VI. Pyrexia of Dentition : describe an uncomplicated case, giving the treatment.

TUESDAY, 14TH APRIL, 2 TO 5 P.M.
## OPHTHALMOLOGY.

I. Describe fully the causes, symptoms, progress and treatment of a case of stricture of the nasal duct.

II. What is the usual form of strabismus met with in young children ?   Mention also its cause, and what treatment you would adopt to rectify the condition.

III. What do you understand by a " Morgagnian" cataract ? How can it be distinguished ?   Describe the treatment, that you have seen usually adopted for its removal.

# FIRST M. B. & C.M. DEGREE EXAMINATION, 1903.

MONDAY, 6TH APRIL, 10 A.M. TO 1 P.M.
## INORGANIC CHEMISTRY.

I. What is meant by the molecular heat of a compound? Under what circumstances does the molecular heat help in the determination of atomic weights?   The specific heats of barium chloride, strontium chloride, and calcium chloride are respectively: 0·0902, 0·1199, and 0·1642; and in each chloride there are 70·74 parts of chlorine combined with 136·9 parts of barium, 87·3 parts of strontium, and 39·91 parts of calcium.   The specific heat of calcium

has been ascertained to be 0·170.  Show (a) how the atomic weight of chlorine can be calculated from these data, and (b) how the atomic weights of strontium and barium also may be inferred from them.

II.  22·19 grammes of a substance yields on analysis 4·51 grammes of aluminium and 17·68 grammes of chlorine; the vapour density of the compound is 9·35 (air=1); and the atomic weights of aluminium and of chlorine are 27·04 and 35·57 respectively. Show how the empirical and the molecular formulae of the substance are evolved from these data.

III.  How are the chlorides of phosphorus prepared?  Write equations to show how they react with (a) water, and (b) sulphuric acid.  The vapour density of one of these chlorides diminishes as the temperature is raised; state which chloride behaves thus and explain the cause of this behaviour.  Name any other compound which behaves similarly, and state how the true vapour density is ascertained in such cases.

IV.  Name and give the composition of the minerals in which fluorine occurs.  How has this element been isolated, and in what respects does it resemble and differ from the other halogens?

V.  What is the chief source of iodine, and how is the element obtained from it?  How may iodine be converted into iodic acid and into periodic acid?  State what you know regarding the valency of iodine.

VI.  Name and give the formulae of the chlorides of mercury. State how each is prepared.  How does each behave (a) when boiled with hydrochloric acid; and (b) when aqueous ammonia is added to it?

VII.  Name and give the formulae of the chief minerals containing magnesium.  From which of these and how is the metal obtained?  Name the other elements of the group to which it belongs and point out the resemblances and the differences between it and them.

VIII.  Describe briefly the manufacture of one of the following :—
1. Common alum.  2. Glass.  3. White lead.

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MONDAY, 6TH APRIL, 2 TO 5 P.M.
PHYSICS

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I.  Define Simple Harmonic Motion, and explain it by a circle of reference.  What is meant by the "phase" of a vibrating particle?  Explain by a diagram the difference in the phase of the two equal S.H.M.'s which compose circular movement.

II.  Describe the construction and the use of the micrometer screw gauge; and explain how the pitch of the screw may be determined.

III.  Draw a diagram of, and explain the action of the syphon. What effect is produced by lengthening the long leg of the syphon, and why?

IV. Show that the wave length of the primary note of a closed pipe is four times the length of the pipe. Explain how the air in the pipe vibrates, and how it can be shown that it is the air, and not the material of the pipe, which vibrates.

V. Define the terms: unit of heat, capacity for heat, and specific heat; and show that the quantity of heat required to raise a mass $m$ whose specific heat is $c$ from $t^\circ$ to $T^\circ$ is $mc\ (T-t)$.

VI. Describe the construction of a Nicol's prism, and explain its action on light. Explain how polarised light may be detected.

VII. What is meant by the declination of the magnetic needle? Describe a simple method of determining declination, and give a brief account of the way in which declination varies in different parts of the earth's surface.

VIII. Describe the construction and the action of the induction coil (Rhumkorff), explaining clearly the use of the condenser attached to it.

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TUESDAY, 7TH APRIL, 10 A.M. TO 1 P.M.

### GENERAL BIOLOGY.

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I. Compare the pelvic girdle and hind limb of the Hare and Frog.

II. Write notes on the following:—notochord, allantois, gastrula, placenta.

III. Describe the various methods by which Amoeba, Vorticella, and Hydra, reproduce themselves.

IV. What are cambial tissues and in what parts of plants are they found? Describe the exact manner in which they lead to an increase in the bulk of a plant.

V. Give an account of the structure of any seed and state the conditions necessary for its germination. Describe briefly the characters of the seedling.

VI. Compare Yeast, Penicillium, and Chara, as regards their mode of nutrition and their reproduction.

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FRIDAY, 10TH APRIL, 10 A.M.

### GENERAL BIOLOGY—PRACTICAL.

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I. Make a dissection so as to display to the best advantage the nervous system of the Earthworm.

II. Make a dissection to show in situ the upper surface of the brain and olfactory nerves of the Frog. Make a sketch and name thereon the parts displayed.

III. Remove from the Cockroach the entire alimentary canal with its appendages. Pin the preparation out on a board fully extended.

IV. From the material supplied make a preparation showing as clearly as possible scalariform vessels. Fix the best part of the preparation under the high power of the microscope.

# SECOND M.B. & C.M. DEGREE EXAMINATION, 1903.

MONDAY, 6TH APRIL, 10 A.M. TO 1 P.M.

## ANATOMY.

I. Describe the cricoid cartilage. What are the actions and innervation of the muscles attached to it?

II. What are the relations of the Pancreas? Give its vascular and nervous supply.

III. What are the relations and branches of the Internal Pudic artery?

IV. How is the Sacral Plexus formed? What are its relations and branches?

V. Give the origin, course and relations of the Thoracic Duct.

MONDAY, 6TH APRIL, 2 TO 5 P.M.

## PHYSIOLOGY.

I. Describe the changes which take place in an ordinary voluntary muscle during its contraction. Explain the difference between a simple and tetanic contraction. What is rigor mortis?

II. State fully the composition and properties of pancreatic juice and explain its action on the different food-stuffs. Describe the minute structure of the pancreas.

III. Give an account of the chemical composition of blood. Where and how do blood corpuscles arise?

IV. Describe the appearances seen in a tranverse section through a coil of the cochlea. What are the functions of the parts shown in the section?

V. State what is known as to the functions of the so called "ductless glands," and give an account of the effects which follow their extirpation.

TUESDAY, 7TH APRIL, 10 A.M. TO 1 P.M.

## ORGANIC CHEMISTRY.

I. State Raoult's law relating to the depression of the freezing point of solutions. Mention some compounds which deviate from the law, and state how such deviations have been explained. 12·62 grammes of a substance when dissolved in 92·25 grammes of water depressed the freezing point of water by 1·45°C. Find the molecular weight of the substance, the constant for water being = 19.

II. Describe V. Meyer's method of determining vapour density.

0·0846 gramme of a substance when vaporised in Meyer's apparatus displaced 9·15 c.c. of air, the temperature was 23°C., and barometer 749·5 mm; tension of water vapour at 23°C. being equal to 20·86 mm. From these data, calculate the vapour density of the substance.

(1 lit. air at N.T.P. = 1·2936 grammes).

III. What are (a) Ethers, and (b) Esters? Compare their chemical properties. By what methods can each of these two classes of compounds be prepared?

IV. How may urea be prepared from ammonium carbonate, carbon monoxide, and urine? Write equations to show its behaviour with

      (1) nitrous acid,
      (2) alkaline hypobromite solution,
      (3) mercuric nitrate,
      (4) water, when heated in a sealed tube.

V. State briefly some of the reasons on which the "ring formula" for benzene has been accepted. Explain by diagrams what is meant by ortho, meta, and para substitution compounds of benzene; and indicate by reference to any reactions how it is ascertained that in a given set of di-substitution products, the substituting elements are in the ortho, meta, or para positions.

VI. How many modifications of tartaric acid are known, how do they differ from each other, and how is each variety obtained? How is the existence of those varieties accounted for?

    Tartar emetic is regarded as a salt of a substituted antimonious acid; express this fact by means of a formula.

VII. How may the phthalic acids be prepared, and how may the ortho acid be distinguished from the meta and the para acids? From which of these and how is phenolphthalein produced? What use is made of this substance in analytical operations?

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MONDAY, 13TH APRIL, 10 A.M.

### HISTOLOGY AND CHEMICAL PHYSIOLOGY.

I. Mount the section provided. Identify the preparation and make a careful sketch of it, indicating the parts actually seen.

II. Identify the microscopical preparations marked 1, 2, 3, 4, 5, 6.

III. Make an analysis of the sample of urine provided, to show whether or not it contains any abnormal constituent.

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# THIRD M.B. & C.M. DEGREE EXAMINATION, 1903.

MONDAY, 13TH APRIL, 10 A.M. TO 1 P.M.

## GENERAL PATHOLOGY.

I. Describe the macroscopical and microscopical appearances of lardaceous disease of the spleen. What organs are especially affected by this condition? State what you know as to its causation.

II. State what you know of the pathology and post mortem appearances of dysentery.

III. Describe the Anchylostomum duodenale. What is its habitat, and what effects does it produce in its host?

IV. Enumerate the causes and describe appearances of an atheromatous ulcer of the aorta. What are its sequelae?

V. Describe the different varieties of white corpuscles found in normal blood.

MONDAY, 13TH APRIL, 2 TO 5 P.M.

PRACTICAL PATHOLOGY AND BACTERIOLOGY.

(*N.B.—All preparations must be shown to the examiner.*)

I. Make a fresh preparation of your own blood as if for the purpose of demonstrating the parasite of malaria.

II. Stain and mount in Canada balsam the section of tissue supplied. Make a drawing of what you see, using Leitz objective 6 and eyepiece 3.

III. With the serum provided test cultures B and C for agglutination, stating on paper the results obtained, the dilution employed, and the time allowed.

IV. Examine the growth in tube D and state on paper what you think of it.

V. Make a stab inoculation of an agar tube from the culture provided.

VI. Specimens and Oral.

TUESDAY, 14TH APRIL, 10 A.M. TO 1 P.M.

MATERIA MEDICA AND THERAPEUTICS.

I. Mention half a dozen important pills (B. P.) and state their composition, uses and doses.

II. Acid Hydrocyanic dil, Aloin, Chloral Hydras, Conium, Digitalis, and Scoparii Cacumina.

(*a*) What are the therapeutic uses of the above?

(*b*) Write an elegant prescription containing a preparation of each.

III. Give a careful description of the action of (*a*) Iodoform, (*b*) Carbolic acid, (*c*) Iodide of Potassium. What unpleasant results may follow the uses of these prugs respectively?

IV. What are (*a*) *Vermifuges*, (*b*) *Vermicides*, (*c*) *Antispasmodics*, (*d*) *Cholagogues?* Give examples of each.

TUESDAY, 14TH APRIL, 2 TO 5 P.M.

HYGIENE.

I. How does steam operate in the disinfection of infected clothing? Describe roughly the structure of a steam disinfector and the method of using it.

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II. Give sketches and plans of a schoolroom for 50 children between 10 and 14 years of age, having regard to light, ventilation, comfort, and all sanitary details.

III. Compare rice and dhal as articles of food.

IV. What are the principal impurities found in drinking water in India? State in tabular form the importance you attach to, and the inferences you draw from, the presence of each impurity mentioned.

V. How does the amount of moisture in the air affect the climate of a place? How is the moisture of the air influenced by the presence of solid particles such as dust?

VI. What are the principal diseases contracted by human beings from the ingestion of diseased meat, and how may they be avoided? (Putrefaction need not be considered).

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WEDNESDAY, 15TH APRIL, 10 A.M. TO 1 P.M.
### MEDICAL JURISPRUDENCE.

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I. Cantharides.
  (a) How do cases of poisoning occur?
  (b) Describe the symptoms.
  (c) Give the treatment.

II. Discuss the criminal responsibility of the accused in a mortal injury (a) with, (b) without, extenuating circumstances.

III. Under what circumstances are you justified in putting restraint upon an alleged insane? What is the procedure adopted in committing an insane to a lunatic asylum?

IV. (a) State what you know about death-bed declarations. (b) How does the law in England differ from the law in this country on this point?

V. How is the age of a foetus determined at the 3rd, 6th, and 9th months?

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# FINAL M.B. & C.M. DEGREE EXAMINATION, 1903.

MONDAY, 13TH APRIL, 10 A.M. TO 1 P.M.
## MEDICINE, INCLUDING MENTAL DISEASES AND MEDICAL ANATOMY.

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I. Describe in detail the life history of the malarial parasite in man.

II. Describe the mechanism of the causation of hypertrophy in the different valvular diseases of the heart.

III. Give the causation, symptoms, terminations and treatment of a case of chronic ulcer of the stomach.

IV. Give the causation, symptoms and physical signs of a case of chronic dilatation of the stomach.

V. In the examination of an alleged insane person, to what points would you direct your attention to enable you to form an opinion ?

MONDAY, 13TH APRIL, 2 TO 5 P.M.

SURGERY AND SURGICAL ANATOMY.

I. Define the meaning of the terms Sapraemia, Septicaemia, and Pyaemia. Describe the symptoms that are common to all of these diseases, as well as those that are special to pyaemia.

II. Describe the symptoms and signs that are met with in cases of fracture of the base of the skull, noting the pathological significance of each, especially with reference to the exact seat and nature of the lesion. Describe in detail the treatment of such injuries.

III. What are the different ways in which tubercle attacks the joints ? Describe the signs and symptoms of a typical case of the so-called " pulpy degeneration" of a joint. What are the principles upon which cases of the latter kind are treated ?

IV. In what forms of kidney disease does marked enlargement of the organ occur ? How are swellings of the kidney distinguished from swellings connected with the liver and the spleen respectively ?

V. In what part of its course is the lingual artery most commonly tied ? Describe the anatomical relations of the artery at that point.

TUESDAY, 14TH APRIL, 10 A.M. TO 1 P.M.

MIDWIFERY AND DISEASES OF WOMEN
AND THE NEW-BORN CHILD.

I. Enumerate the signs and symptoms present in the 5th month of uterogestation, carefully distinguishing their comparative value.

II. Occasionally an arm presentation terminates by natural powers : describe the mechanism by which the child is born, giving the conditions that are favourable for such a process.

III. What are the causes which many lead to Hæmorrhage after delivery ? How would you (1) guard against them, (2) treat them ? .

IV. Describe in detail the operation of Cæsarean section. Under what circumstances would you perform it ?

V. Diagnose a case of uncomplicated retrovetsion of the nonpregnant uterus, stating symptoms usually complained of, and the treatment you would adopt.

VI. What are the principal forms of diarrhœa met with in infants, and what is the appropriate treatment of each ?

I. What do you understand by "compound hypermetropic astigmatism"? State briefly how you can discover this error of refraction, and how it can be rectified.

II. What is one of the commonest results, as seen in the upper lids, of chronic granular ophthalmia? Describe any operative treatment to relieve it.

III. Describe the symptoms, ophthalmoscopic appearances, prognosis, and treatment of a case of "Retinitis albuminurica".

# FIRST EXAMINATION IN ENGINEERING, 1903.

MONDAY, 12TH JANUARY, 10 A.M. TO 1 P.M.
### ALGEBRA AND GEOMETRY.

I. 1. Divide $(a + b + c)^5 - a^5 - b^5 - c^5$ by $(a + b + c)^3 - a^3 - b^3 - c^3$.

2. Give an algebraical and also a geometrical proof of the theorem that, given $ax + by$, $xy$ is a maximum when $ax = by$. Also find when $x^2 y^3$ is a maximum, given $3x + 4y$ is constant.

II. Solve (1) $6^x + 6 = 3x+1 + 2x+1$.

(2) $4x^2 + 2xy + y^2 = 84$.

$2x + \sqrt{2xy} + y = 14$.

III. 1. Find the sum of an infinite geometric progression whose common difference is less than unity, and hence deduce the arithmetic rule for finding the value of a recurring decimal.

2. Sum to $n$ terms the series whose $r^{th}$ term is $1 + a + a^2 + \ldots + a^r$.

IV. 1. Find the total number of ways in which a tennis party consisting of 5 ladies and their husbands can be divided into sets of two each so that no husband and wife may form any one of the sets.

2. If, in the expansion of a binomial, any two adjacent terms are equal, prove that these are the greatest terms.

3. If $2r. a_r = 2r - 1$ and $p_r = a_1.a_2.a_3 \ldots \ldots a_r$ find the value of $2p_{n+1} + (p_1p_n + p_2p_{n-1} + p_3.p_{n-3} + \ldots .$ to $n$ terms.)

V. Find at what annual rent an estate should be leased for 30 years, which will begin to yield Rs. 100 at the end of ten years and will thereafter yield every year Rs. 20 more than in the previous year, calculating compound interest at 5 per cent per annum.

VI. 1. Given the vertical angle of an isosceles triangle in magnitude and its vertex in position, find the locus of one extremity of the base when the other extremity is on the circumference of a given circle. 2. Prove that, in a right angled triangle the square on the hypotenuse is equal to the sum of the squares on the other two sides.

VII. 1. Prove that the angles standing on the same segment of a circle are equal. If a straight line subtends equal angles at two given points, prove that the points and the extremities of the straight line are concyclic. 2. Prove that the feet of the perpendiculars from any point of the circumference of the circumscribing circle of a triangle to its sides lie in one straight line and that this line bisects the line joining the point with the ortho-centre of the triangle.

VIII. 1. Inscribe a regular pentagon in a given circle. 2. $AB$ and $CD$ are two diameters of a circle with centre $O$ intersecting at right angles. $E$ is the middle point of $AO$ and $F$ is a point in $OB$ such that $EF = EC$. Prove that $OF$ is equal to the side of a regular decagon and $CF$ to that of a regular pentagon inscribed in the circle.

IX. 1. $O$ is the middle point of the diagonal $AC$ of the quadrilateral $ABCD$. $OB$ and $OD$ are cut in the ratio of 1 to 2 by $EF$ intersecting $AC$ in $H$. $EG$ is cut off from $EF$ equal to $FH$. Prove that $G$ is the centre of gravity of the quadrilateral $ABCD$. 2. Prove that the rectangle contained by the diagonals of a quadrilateral is equal to the sum of the rectangles contained by the opposite sides, if a circle can be described about the quadrilateral, and less than that sum if a circle cannot be so described.

X. 1. If a tetrahedron be cut by a plane parallel to two of its edges which do not meet and are equal, prove that the perimeter of the section is equal to the sum of the two equal edges. 2. Prove that, if a solid angle be contained by three plane angles, any two of them are together greater than the third.

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MONDAY, 12TH JANUARY, 2 TO 5 P.M.

## MENSURATION AND PLANE TRIGONOMETRY.

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I. From the following data calculate the quantity of earthwork required to raise and reform 400' length of an old abandoned road. The new road to have a top width of 16' and side slopes 1½ to 1.

|  | At 0' | 100' | 200' | 300' | 400' |
|---|---|---|---|---|---|
| Level of old road .. | 22·32 | 23·17 | 23·82 | 24·15 | 25·20 |
| Top width of do. .. | 10' | 11' | 12' | 12' | 10' |
| Slopes of do. .. | ½ to 1 | ½ to 1 | 1 to 1 | 1 to 1 | ½ to 1 |
| Level of new road .. | 25·20 | 26·20 | 27·20 | 28·20 | 28·20 |
| Level of ground .. | 20·17 | 20·52 | 21·24 | 21·39 | 21·52 |

II. Road metal is heaped in stacks with horizontal rectangular sections at top and bottom and uniform slopes on all the four sides and is measured as having an average sectional area equal to that at mid-height. A contractor who had 10,000 stacks with 4' × 1' and 8' × 5' for the upper and lower surfaces and height 1' 6" is required

to convert them into stacks with 3' 6" × 2' 6" and 6' 6" × 5' 6" for the two surfaces and 1' 3" height. Calculate the actual quantity of metal he had collected and the quantity for which the new heaps will be passed.

III. Find the weight of 20' length of a rope of 1" diameter made up of wires $\frac{1}{20}$" diameter, the specific gravity of the metal being 7·82.

IV. Find how many shots of ·05 inch radius can be made out of a leaden cone whose base is 3" and slant height 4". Find approximately the space the shots will occupy when heaped together.

V.. 1. Prove by means of a figure that

$$\sin A + \sin B = 2 \sin \frac{A + B}{2} \cos \frac{A - B}{2}.$$

2. Prove the formula for the sum of the cosines of any number of angles in Arithmetical Progression.

3. The tangents of four angles whose sum is 90° are in the ratio of $a : b : c : d$. Find the values of the tangents.

VI. The pier of a bridge is 16' long exclusive of the triangular cutwaters and 5' thick, and was built in a line with the current. Assuming that, for the same depth, the pressure on the pier varies as the sectional area of the portion of the stream which presses on it, find through what angle the current must have deflected if thereby the total pressure on the pier is doubled.

VII. Solve a triangle in which one angle at the base, the opposite side and the altitude are given, and explain when the solution is ambiguous or impossible.

VIII. In the △ $ABC$, $a = 10$; $b = 12$; $c = 16$. $D$ is the middle point of $BC$ and $AE$ is the perpendicular on it. Find the lengths of the lines $AD$ and $DE$.

IX. Solve the following triangle and find its area:—
$$b = 125·6 ; c = 153·2 ; A = 57°.$$

X. The elevation of two objects $P$ and $Q$ on a sloping hill from two points $A$ and $B$ on a level plane and in the same vertical plane with them are observed to be 50° and 40° at $A$ and 60° and 52° at $B$. $AB = 300$ yds. Find the height of $P$ above $Q$.

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TUESDAY, 13TH JANUARY, 10 A.M. TO 1 P.M.

## DYNAMICS.

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I. Prove that the time a body takes to slide down any smooth chord of a vertical circle from its highest point is constant, and find the line of quickest descent from a given point to a given circle in the same vertical plane.

II. The abutment of a bridge is 16' long and 20' high from the foundation. The average thickness is to be 5'. Two sections are proposed, one with 1' off sets at every 5' height on the inside and the other with a batter on the outside of 1 in 5. Calculate for the two sections respectively the moment that will overturn the abutment at the outer line of the foundation. Weight of masonry 125 lb. per cubic foot.

III. 1. Explain how friction between various kinds of surfaces in contact can be experimentally ascertained. 2. Find the least force that will draw a mass of 500 lbs. (a) up, and (b) down, a plane inclined at 15° to the horizon, the limiting coefficient of friction being ·62. Find also the acceleration produced by such forces after motion, the coefficient of friction then being ·5.

IV. 1. Sketch a system of pulleys suited to raise a weight of 200 lb. when the force applied is 40 lb. 2. Describe any experiment you have made to ascertain the mechanical advantage and the efficiency of a screw and state the results obtained.

V. 1. How long will a stone let fall from a certain point take to overtake another let fall a second later and 100' lower down, and through what distance will the first stone fall in the second preceding contact. 2. Find the least velocity with which a particle must be projected so as to have a range of 300' up a plane inclined at 25° to the horizon.

VI. Find the time of oscillation of a simple pendulum and the alteration required in the length of a seconds pendulum that loses a minute in a day. Determine the height of a mountain on the summit of which a seconds pendulum loses 10 seconds a day.

VII. A girder weighing 2 tons rests at each end on two packing pieces whose surfaces of contact are inclined at 30° to the horizon, the surfaces of contact of the upper piece with the girder and of the lower one with the supporting column being horizontal. The two pieces are driven together by a blow on each of them at its larger end with a body weighing 100 lb. striking with a velocity of 12 feet per second. Find the height through which the girder will be raised after each blow, taking the coefficient of friction to be throughout ·4.

VIII. Determine the number of foot pounds accumulated in a flywheel making 20 revolutions per minute and the loss of angular velocity when a portion of the energy stored in it is used to lift a weight of 4500 lbs. through a height of 4 feet. The rim of the flywheel has a mean diameter of 20 feet and weighs 20 tons and the weight of the other portions need not be taken into account.

IX. A body weighing 12 lbs. is attached to a cord 6' in length. If it makes 50 revolutions in 1 minute in a horizontal plane find the tension of the string. If it revolves in a vertical plane find the least velocity it should have at the highest point that it may continue to revolve.

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TUESDAY, 13TH JANUARY, 2 TO 5 P.M.

## HYDRODYNAMICS AND HEAT.

I. The bend of a ⋃ shaped tube is filled with mercury of a specific gravity of 13·6. Water is poured into one leg and kerosine oil of a specific gravity of 0·81 into the other. The difference in length between the columns of water and oil is one inch, find the length of the column of water.

II. Describe three methods of determining the specific gravity of liquids and state clearly the advantages of each.

III. A hexagonal prism of tin plate measures one foot across each face. It floats in water, with the axis of the prism level with the surface of the water. Determine the position of the centre of pressure on the ends of the prism.

IV. Define the term "metacentre" and investigate the stability of a floating body by reference to its metacentric height. A timber beam of rectangular cross section of specific gravity 0·75 is 12 inches deep. What is the least breadth it should have in order that it may float in water with the sides vertical.

V. How would you determine the weight of air? Describe the experiment carefully and state what precautions must be taken to obtain an accurate result.

VI. What are the practical difficulties which render water barometers unsuitable for accurate measurements of changes in the atmospheric pressure, apart from the fact that the liquid column is 34 feet long? Describe the construction of an aneroid barometer and show how it can be used for measuring vertical heights. What are the practical limits of accuracy obtainable with a 6 inch aneroid?

VII. Describe the process of exhausting air from incandescent lamps.

VIII. Describe some method of determining the specific heat of a gas at constant pressure. What is the ratio between the specific heat at constant pressure and constant volume, and why is this quantity constant for all so called perfect gases?

IX. A wide mouthed chatty full of hot water is placed on a table in the wind to cool, describe the processes by which heat is lost.

X. How would you prove that heat is a form of energy? Describe in detail one method of determining the mechanical equivalent of heat. Briefly indicate the reasons why an accurate determination of this constant is of great importance.

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WEDNESDAY, 14TH JANUARY, 10 A.M. TO 1 P.M.

GEOMETRICAL DRAWING.

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### Plan A.

I. The sides of a triangle are 3″, 4″ and 5″ long respectively. Bisect the triangle by a line, (a) parallel, and (b) perpendicular to one of the sides.

II. Draw plan and elevation of a cube, 2¼″ edge, with a long diagonal perpendicular to the horizontal plane.

III. Three equal spheres, 3″ diam., fastened together so that each is in contact with the other two, lie on the horizontal plane. A sphere, 2¼″ diam., rests in the hollow formed by the three spheres. Draw plan and elevation of the four spheres in position.

IV. The elevation is given of a wrought iron conical hood formed of three plates. Draw the development of one of the plates. Scale : Quarter full size.

V. A line, 3″ long, parallel to and 2″ distant from the vertical plane of projection, inclined at 45° to and middle point 2″ above the horizontal plane, is a diameter of a thin circular disc, the plane of which is inclined at 60° to the horizontal. Draw the projections of the disc.

VI. The pitch of a spiral spring, made of $\frac{3}{8}$″ round iron, is 2″ and the outside diameter 4″. Draw a length of the spring showing two turns.

VII. The dimensions of a bearing are given on the accompanying sheet. Draw an isometric view. Full size.

WEDNESDAY, 14TH JANUARY, 2 TO 5 P.M.

BUILDING DRAWING I.

### Plan B.

I. Draw details of a terrace roof for a room 24′ 0″ × 18′ 0″ using the following

    Steel girder 12″ × 5″

    Joints 5″ × 2″ about 1′ 6″ apart centre to centre.

    The surface slope of the roof to be $\frac{3}{4}$″ per foot and not to be obtained by increasing the thickness of the concrete.

II. A window opening in a brick wall is 3′ 0″ wide. Draw details showing the head of the opening with (a) a segmental gauged arch, (b) wood lintel, (c) stone lintel.

III. The sketch shows the plan of a framed floor consisting of teak pillars 15″ × 9″, binders 9″ × 6″, posts 6″ × 2″ about 1′ 6″ apart centre to centre, notched and cogged on the binders, ceiling joists 4″ × 2″ notched to the binders, and flooring planks 2″ thick secret screwed. Draw (a) a section showing how the binders are jointed with the girder, (b) a section showing how the joists are connected with the binders, (c) detail of joint of flooring boards.

IV. Draw detail showing how the binders are connected with the girder when a rolled steel girder is substituted for the teak girder in question III.

V. A 12″ × 6″ steel joist rests on a cast iron column 9″ diameter. Draw details of the capital showing method of attaching the joist. What arrangement would you make for expansion ?

THURSDAY, 15TH JANUARY, 10 A.M. TO 1 P.M.

MACHINE DRAWING. •

### Plan C.

I. Draw to scale, full size, the projection of a triple threaded screw of 3″ pitch. Outside diameter of screw 3″, depth of threads $\frac{3}{8}$″ and thickness $\frac{1}{4}$″.

II. A tie rod is 6" wide and ⅜" thick. Design a butt joint with double cover plates. Calculate the efficiency of the joint.

III. A pulley 3 ft. in diameter with a nave 8" long is to be fastened on to a shaft 3" in diameter, by a key. Make a full size drawing of the key and key way. Give the taper of the key and the depth of the key way.

IV. Make a full size drawing of the machine of which a partially dimensioned sketch to scale is given.

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# B.E. DEGREE EXAMINATION, 1903.

### Civil and Mechanical Branches.

MONDAY, 12TH JANUARY, 10 A.M. TO 1 P.M.

## GEOMETRY.

I. If $QV$ is an ordinate to the diameter $PV$ of a parabola with focus $S$, prove that $QV^2 = 4\ SP.\ PV$.

If through a point $O$ in $PV$, a chord $QOQ'$ be drawn and $QT$, and $Q'T'$ be the ordinates to the diameter $PV$, prove that $PO$ is a mean proportional between $PT$ and $PT'$.

II. 1. Prove that the locus of the intersection of two circles passing respectively through two given points and having their centres at a fixed distance apart on the line joining the given points is an ellipse, and determine what the distance between the centres should be, given (i) the eccentricity, and (ii) the minor axis of the ellipse. 2. Prove that the feet of the perpendiculars $SY$, $S'Y'$ from the foci of an ellipse on any tangent are on the auxiliary circle and that $SY.\ SY'$ is constant.

III. Prove that the area of the triangle formed by the asymptotes and any tangent to a hyperbola is constant.

Show that the locus of the points dividing the tangents to a hyperbola intercepted between the asymptotes in any fixed ratio is a hyperbola.

IV. Given two conjugate diameters of a central conic, show how to construct the conic.

V. 1. $ABCD$ is the quadrilateral joining the points $(x_1\ y_1)$, $(x_2\ y_2)$, $(x_3\ y_3)$ and $(x_4\ y_4)$. Form the equations of the line cutting $AB$ and $CD$ and of the line cutting $BC$ and $DA$ in the ratio of $m$ to $n$. Find the co-ordinates of the intersection of the two lines and the ratio in which they cut each other.

2. Show that the area of the triangle formed by the lines $y = x \tan \theta$, $y = x \tan \phi$ and $y = x \tan \psi + c$ is

$$\frac{c^2}{2} \cdot \frac{\sin (\theta - \phi) \cos^2\psi}{\sin (\theta - \psi) \sin (\phi - \psi)}.$$

**VI.** Find the equation to the circle circumscribing the triangle formed by the lines $x \cos a_1 + y \sin a_1 = p_1$; $x \cos a_2 + y \sin a_2 = p_2$; and $x \cos a_3 + y \sin a_3 = p_3$.

**VII.** Form the polar equation of a parabola, the focus being the pole. Also form the polar equation of (i) the chord joining the points $a, \beta$ on the curve, and (ii) the normal at $\gamma$.

**VIII.** Show that the equation of a tangent to the ellipse $\dfrac{x^2}{a^2} + \dfrac{y^2}{b^2} = 1$ can be put in the form $y = mx + \sqrt{a^2 m^2 + b^2}$ and hence deduce the corresponding equation to the tangent of a parabola:

MONDAY, 12TH JANUARY, 2 TO 5 P.M.

## DIFFERENTIAL AND INTEGRAL CALCULUS.

**1.** From the definition of a differential coefficient find the differential coefficients of $\tan^{-1} x$, $\log x$ and $e^x$ and prove the rules for finding the differential coefficients of the quotient of two functions and of the function of a function.

**II. 1.** Find $\dfrac{dy}{dx}$ in each of the following:—

    (a) $y = \log ( \sqrt{x + a} + \sqrt{x + b} )$

    (b) $x^m y^n = (x + y)^{m+n}$

    (c) $y = \sqrt{\sin x + \sqrt{\sin x + \sqrt{\sin x + \ldots}}}$ to $\infty$.

  **2.** Prove that

$$\frac{1}{\pi^2 - 4x^2} + \frac{1}{9\pi^2 - 4x^2} + \frac{1}{25\pi^2 - 4x^2} + \ldots \text{ to } \infty = \frac{\tan x}{8x}.$$

**III.** Expand $\sin x$ and $\sin^{-1} x$ in ascending powers of $x$ to three terms.

**IV.** State clearly how successive differentiation is necessary to determine the singular values of an expression and find the singular values of $2x^5 - 6x^4 - 20x^3 + 120x + 21$.

**V.** Find the asymptotes to the curve
$$x^3 + x^2 y - 6xy^2 - x^2 + 13xy - 12y^2 - 6x + 3y - 10 = 0$$
and trace the curve $y^4 + 2xy^2 = 4x^3 + x^4$.

**VI.** Find from the definition of an integral $\displaystyle\int_b^a \sin x$ and prove that, if $\phi(x)$ is the differential coefficient of $\psi(x)$, $\displaystyle\int_b^a \phi(x) = \psi(a) - \psi(b)$.

**VII.** Integrate with respect to $x$

    (i) $\dfrac{2 + x^3}{x(1 + 2x^3)}$.

    (ii) $\dfrac{\sqrt{x} - 1}{\sqrt[3]{x} - 1}$.

    (iii) $\dfrac{3x - 2}{(x - 1)(x - 2)(x - 3)}$.

    (iv) $\tan^n x$.

**VIII.** Evaluate $\int_0^1 \dfrac{dx}{1 + x + x^3}$

$$\int_0^\pi \dfrac{dx}{(1 - 2a\cos x + a^2)(1 - 2b\cos x + b^2)}$$

$$\int_0^x \dfrac{dx}{(1 + x)\sqrt{x}} \ .$$

**IX.** 1. Find the area of the loop of the curve $y^2 = x^2 \cdot \dfrac{3 - 2x}{2x + 1}$.

2. Find the volume of the solid generated by the revolution round a focal chord of length $l$ of the segment of the parabola $y^2 = 4ax$ cut off by that chord.

**X.** Describe any mechanical integrator for computing the moment of a plane about any axis and explain the theory of the instrument.

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# B.E. DEGREE EXAMINATION, 1903.

### Civil Branch.

TUESDAY, 13TH JANUARY, 10 A.M. TO 1 P.M.

## CONSTRUCTION (1).

I. Name the chief constituents of an ordinary clay suitable for brickmaking. How are the properties of the brick affected by the presence in excess or absence of the substances you mention? What are the characteristics of a good brick?

II. What points should be attended to when building brickwork in cement mortar to ensure good work? Would you use the same proportions of sand to cement in work above ground and under water? If not, what proportions in the two cases?

III. Draw up a specification for plasterer's work inside a good class building.

IV. What considerations guide you in the choice of wood and in the determination of a suitable section for beams used in terrace roofs?

V. Give a short account of the causes of, and the provisions generally made against slips in cuttings and embankments.

VI. A brickwork chimney, 40 ft. high, may be assumed of uniform section, 8 ft. external and 5 ft. internal diameter. Taking the wind pressure at 60 lbs. per square foot, investigate the distribution of stress over a section at the base.

VII. Show how you would proceed to investigate, by graphics, the stability of a masonry arch and abutments under given temporary or passing loads.

## ESTIMATING.

### Plan D.

From the accompanying plan estimate the quantity and cost of
the following :—
    1. Sand in foundation at Rs. 2 per 100 cubic ft. 2.
Concrete in foundation at Rs. 14 per 100 cubic feet. 3. Brickwork
to floor level at Rs. 20 per 100 cubic feet. 4. Brickwork in super-
structure at Rs. 22 per 100 cubic feet. 5. Archwork at Rs. 25 per
100 cubic feet. 6. Flooring with Cuddapah slab at Rs. 14 per 100
square feet.
    *Note.*—Cuddapah slab is laid through walls to act as damp proof
course.

WEDNESDAY, 14TH JANUARY, 10 A.M. TO 1 P.M.
## CONSTRUCTION (2).

    I. Sketch, and give the dimensions of a centering for a
semi-circular brick arch of span 15 ft. and length 30 ft.
    II. A retaining wall is to be built of rubble masonry to support
a bank of mixed earth, chiefly gravel, the upper surface of which
is horizontal. The angle of natural slope of the earth is 30° and it
weighs 100 lbs. per cubic foot. The height from the ground level
to the top of the wall is 10 ft., the back vertical and the front batter
1½″ per foot. Design a suitable section showing the foundation.
    III. Sketch and dimension a section through a terrace roof of
span 30 ft., thickness of wall 2 ft., main girders of steel 12 ft. apart.
    IV. What considerations determine the depth to which the
foundations of a building should be carried ? In putting in the
foundation for a large building, thickness of wall at ground level
2½ ft., a bed of soft clay is met with at a distance of 4 ft. below the
surface. What kind of foundation would you suggest ?
    V. Discuss the design of large masonry dams and explain how
you would investigate the stability of any proposed section.

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WEDNESDAY, 14TH JANUARY, 2 TO 5 P.M.
## SURVEYING.

    I. Describe a method for prolonging a line beyond an obstacle
with the chain or tape alone, and point out the checks you would
employ.
    II. Describe, with sketches, some form of Prismatic Compass.
For what class of work is it generally employed and why is its use
somewhat limited ?
    III. Explain how, and to what extent, the accuracy of the read-
ings in levelling is affected by the curvature of the earth and

refraction. What precautions would you take in the field to minimise these errors as far as possible.

IV. Distinguish between the permanent and temporary adjustments of a theodolite. How would you proceed to test in the case of a transit theodolite whether (*a*) the horizontal axis is perpendicular to the vertical axis, (*b*) the line of collimation is at right angles to the horizontal axis?

V. The two converging lines of a railway, which meet at an inaccessible point, are to be joined by a curve of radius 20 chains. Explain and investigate the method you would adopt for setting out the curve.

VI. What are contours? Describe how, by means of contours, an approximate estimate may be obtained of the volume of earth to be removed for the formation of a cutting.

VII. Give a short account of the preliminary surveys necessary for a railway project.

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THURSDAY, 15TH JANUARY, 10 A.M. TO 1 P.M.
### BUILDING DRAWING (1).

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#### Plan E.

The sketch shows, the plan of a residence. Draw, showing necessary doors and other openings, 1. Plan, 2. ½ front elevation, 3. section on AA.

> Foundations 3' 0" deep.
> Basement 2' 0" above ground.
> Main walls 1' 1¼".
> Verandah cross walls 9" thick.

Any convenient scale may be adopted. The roof may be either tile or terrace.

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THURSDAY, 15TH JANUARY, 2 TO 5 P.M.
### BUILDING DRAWING (2).

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#### Plan F.

The sketches give details for a girder bridge of 2 spans of 12 feet for a metre gauge railway. Make complete drawings to any convenient scale.

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FRIDAY, 16TH JANUARY, 10 A.M. TO 1 P.M.
### APPLIED MECHANICS.

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#### Plan G.

I. Fig 1. is an autographic diagram of the test of a piece of steel plate. Explain and criticize the diagram and give your opinion of the quality of the metal and the purposes for which it is best suited.

II. A water tank 15 ft. square and 8 ft. deep is supported by four hollow cast iron columns 16 ft. long and 8 inches in external diameter. The weight of the superstructure and empty tank may be taken as 10 tons; using a factor of safety of 10, what thickness would you allow for the metal of the columns?

III. The above tank may be exposed to a wind pressure of 50 lbs. per square foot. How would this affect the stresses in the columns and what arrangements would you provide for resisting such stresses?

IV. Fig 2. is the skeleton diagram of a hydraulic swinging crane. Determine the stresses in the various members when lifting a weight of 3 tons.

V. Draw the diagram of maximum bending moments produced by a heavy lorry traversing a bridge of 20 ft. span. The wheels are 5 ft. apart and each axle carries a load of 4 tons.

VI. A retaining wall of trapezoidal section with one face vertical is 3 ft wide at the top and 7 ft. wide at the base and 20 ft. high. Assuming it to be built of masonry weighing 140 lbs. per cubic foot, draw the line of resistance when the vertical side is subjected to the pressure of 18 feet of water against it. If the pressure acted on the other side determine the point if the cross section at which the line of resistance would intersect the base.

VII. Discuss the determination of earth pressure against a retaining wall and illustrate your answer by a practical example.

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FRIDAY, 16TH JANUARY, 2 TO 5 P.M.

### HYDRAULIC ENGINEERING.

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I. Describe briefly the leading features of either the Godavery or Kistna system of Irrigation, and point out clearly the fundamental differences between such systems and those which have been constructed in the Nellore and Tinnevelly Districts from the rivers Pennar and Tambraparni respectively.

II. From an irrigation engineer's point of view, describe the course of one of the large rivers in the Madras Presidency, and point out the probable directions in which, it is likely that in the future, it will be possible to construct works for the utilization of a much larger proportion of the annual discharge.

III. Write a short account of the Periyar Project.

IV. Design a lock weir to pass a maximum discharge of 200 c. ft. per second over a fall of 6 ft. It may be assumed that the weir is built upon a platform of concrete 4 ft. thick.

V. What are the advantages of wide sluices? Describe with sketches either Stoney's patent sluice or those designed by Col. Smart for the Cauvery regulation works.

VI. A channel carrying 30 c. ft per second has to be carried across a sandy nullah, the bed of which is 150 ft. wide and 15 feet below F.S.L. in the channel. The maximum depth of the floods passing down the nullah is 10 ft. and the highest recorded velocity

of the water 18 feet per second. The banks of the nullah on both sides are of rock and the average depth of sand in the bed of the river is but a few feet, whilst in places the rock rises above the bed of the river. Make a longitudinal section of the arrangements you would propose for crossing the nullah and state the area of the water way you would provide, assuming that the loss of head is not to exceed 1'-6".

VII. The water supply of a town is derived from wells sunk in the bed of a river down which there is a permanent underground flow of probably three times the quantity of water actually required. The river bed is about 400 yards wide and composed of sand to a great depth. The supply of water required for the town is 500,000 gallons per day. Briefly describe how you would extract this quantity of water and what provision you would make for lifting the water against a head of 100 ft.

VIII. Discuss the question of the size of water mains with a view to obtaining the most economical result balancing the cost of a larger section of main against diminished pumping charges.

IX. Describe how you would lay out a sewage farm on a waste sandy tract about 3 miles from the town. The volume of sewage to be dealt with averaging 200,000 gallons per day and the farm being entirely devoted to growing grass. The farm may be assumed to be about 10 feet above the level of the town and 25 feet above the sump into which the sewage is collected.

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# B.E. DEGREE EXAMINATION, 1903.

### Mechanical Branch.

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TUESDAY, 13TH JANUARY, 10 A.M. TO 1 P.M.

### PRINCIPLES OF MECHANISM.

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1. What is a "limit" guage? A large number of spindles or rods have to be turned accurately one inch in diameter. Make a sketch of a suitable limit gauge and state in thousandths of an inch the dimensions between the jaws of the "to fit" and "not to fit" parts of the gauge.

II. A hydraulic crane is supplied with water at a pressure of 750 lbs. per square inch. Assuming that the efficiency of the crane is 55 per cent. what quantity of water will be used to lift a weight of 5 tons 10 feet?

III. The rim of the fly wheel of a tile press weighs 700 lbs. and if at the instant the blow is struck the velocity of the rim is 10 feet per second, find the average pressure exerted when the amount of compression produced in the tile is $\frac{1}{16}$th of an inch.

IV. You are required to cut a left handed screw of 3½ threads to the inch in a lathe fitted with a right handed leading screw of ½ inch pitch. Explain clearly how you would do it and indicate the number of teeth in each change wheel that you would employ.

V. Describe how the stroke of the table of a planing machine can be varied to suit the work being cut and explain how the motion of the table is reversed. Show by sketches the method of varying the rate of traverse of the tool box.

VI. Distinguish between an absorption and transmission dynamometer. Describe, with sketches, the arrangements you would adopt to measure the brake horse power of a small portable steam engine.

VII. You are required to ascertain the power taken by a single machine doing steady work. How would you proceed to do this (1) by means of a transmission dynamometer, (2) on the assumption that electric energy is available, (3) by any other method you know of.

VIII. What is a "Pulsometer"? Make a vertical cross section of one and describe the working cycle. What are the principal advantages of this water lift and what is the main disadvantage?

IX. Sketch a form of pump suitable for use with an air motor and explain how with a single acting pump the same quantity of water may be delivered during both the up and the down stroke.

X. Show clearly by sketches the arrangements provided in a lathe for resisting the thrust of the mandril; in a drilling machine for resisting the upward pressure of the drill; in a steamer for transmitting the thrust of the screw to the frames of the ship. Sketch also a suitable form of bearing for the pivot of a small turbine and describe how you would provide for the lubrication of the same.

XI. Explain by means of sketches the mechanism employed to work the striking gear of a clock.

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TUESDAY, 13TH JANUARY, 2 TO 5 P.M.

## MACHINE DRAWING (1).

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## ● Plan H.

The chief dimensions of the shell of a Lancashire Boiler, for a working pressure 110 lbs. per sq. inch, are given on the accompanying sheet.

　I. Make, on a suitable scale, detailed drawings of
　　(a) Double rivetted lap circumferential seam;
　　(b) Double rivetted butt longitudinal seam;
　　(c) Middle gusset stay, showing attachment to shell.

　II. Give an estimate of the materials required for the outer shell, end plates and staying.

MACHINE DRAWING (2).

Design a single purchase crab winch to lift 1 ton. Diameter of drum 9"; number of teeth on pinion and wheel 9 and 63 respectively; diameter of pinion 4". Any convenient scale may be adopted.

WEDNESDAY, 14TH JANUARY, 2 TO 5 P.M.
STEAM AND THE STEAM ENGINE.

I. Describe by what experiments in a laboratory you would determine the heating value of a sample of coal. How do the results obtained by calculations based on chemical analysis usually differ from those derived from experiments in a suitable calorimeter?

II. A sample of coal costing Rs. 13 per ton has a heating value of 7,200 pound centigrade degree units; what should be the equivalent price of Petroleum refuse capable of evolving 11,500 heat units? Supposing the latter material were available at Rs 22 per ton, discuss the advisability of using liquid fuel in place of coal in a boiler that is only required for intermittent work.

III. In some experiments on a marine boiler coal of the following composition was used

| | | |
|---|---|---|
| C. | 71·89 | |
| H. | 5·42 | |
| OH₂. | 4·25 | Calorific value 13280 F. thermal units |
| Ash. | 4·08 | |
| N. S. & O etc. | 14·36 | |

The analysis of the furnace gases yielded the following results by weight.

| | | | | |
|---|---|---|---|---|
| CO₂ | 18·17 | specific heat | 0·217 | Heat of combustion of C.O. 4370 F. thermal units. |
| CO. | 0·75 | ,, | 0·245 | |
| O. | 5·71 | ,, | 0·218 | |
| N. | 75·37 | ,, | 0·244 | |

How many pounds of air were admitted into the furnace per lb. of coal burned? Also given that the temperature of the air was 55° F. and the temperature of the gases escaping from the boiler was 835° F. what percentage of the calorific value of the fuel was rejected in the waste gases?

IV. In a non-condensing steam engine working with steam at 120 lbs. pressure' and at a temperature of 349° F., the steam is exhausted at a pressure of 5 lbs. per sq. inch above the atmospheric pressure and at a temperature of 227° F. The consumption of coal of a calorific value of 14,000 F. thermal units is 4 lbs. per I. H. P. per hour. What percentage of the energy of the coal is converted into work and what is the efficiency of the engine compared with that of a perfect heat engine working between the same temperatures?

V. Sketch a simple D slide valve in position at the beginning of the stroke of an engine, and explain by it the meaning of the terms outside lap, inside lap, lead of valve and angle of advance of the excentric.

VI. Make a longitudinal and also a transverse section of a Lancashire boiler with its brickwork settings.

VII. Sketch in section a non-return valve suitable for the feed water pipe of a boiler. Where and at what level is such a valve placed on the boiler? State the reasons for selecting such a position.

VIII. Explain fully the functions of a condenser. Sketch a suitable form of air pump and state why the work of driving the air pump is but a small fraction of the gain of power due to its employment.

IX. Describe with sketches how a governor may control the speed of an engine through a variable expansion gear.

X. Describe in detail the process of getting up steam in a portable engine. What precautions must be taken on starting the engine to work?

XI. Describe with sketches one of the following :—

(1) An injector.
(2) A direct acting steam pump.
(3) A small Worthington pumping engine.

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THURSDAY, 15TH JANUARY, 10 A.M. TO 1 P.M.

### MACHINE CONSTRUCTION (1).

I. A cylinder cover is to be secured to a cylinder by $\frac{3}{4}''$ studs ; what would be the diameter of the holes you would drill in the cylinder flange? Describe how you would screw the studs tightly in place and how you would remove them if required to do so.

II. A sluice shutter 6 ft. wide and subjected to a maximum head of 8 ft. of water is to be lifted by screw gearing. Make dimensioned pencil sketches of the arrangement you would employ. Draw a half elevation and half section of the capstan nut and a plan showing the dimensions of the bearing plates.

III. You are provided with a lathe fitted with a slide rest worked by a self acting feed motion, and required to turn a spindle 2 ft. long and 2″ in diameter. After taking a rough cut you find that the work is tapering from $2\frac{1}{16}''$ diameter at one end to $2\frac{1}{2}''$ diameter at the other. What is the matter, and how would you adjust the lathe to finish the work accurately ?

IV. Make a vertical section through a stop valve suitable for use on a steam boiler. The valve should be of the single beat type and operated by a hand wheel fixed to a screwed spindle which passes through a stuffing box on the valve casing. Indicate the metal of which each part would be made.

V. Make dimensioned sketches of a manhole and cover suitable for a cylindrical boiler 8 ft. in diameter, the steam pressure being

100 lbs. per square inch. Estimate the stress on the bolts which secure the cover.

VI. A heavy machine rests on a cast iron base supported by a mass of concrete 4 ft. thick. The holes for the foundation bolts are at the corners of a rectangle 3' 6" wide and 5 ft. long. Make a vertical section through the concrete showing the holding down bolts in position and describe how you would fix them securely in their proper place.

VII. What are the various ways in which a screwed bolt and nut may yield to the forces to which they are subjected? For what purpose are lock nuts employed? Explain how they act.

THURSDAY, 15TH JANUARY, 2 TO 5 P.M.
MACHINE CONSTRUCTION (2).

I. Water is to be pumped from a well by means of an oil engine and a centrifugal pump. The diameter of the well is 20 ft. and the depth to the surface of the water fluctuates between 25 and 30 ft. Show by sketches the way in which you would fix the pump in the well and the arrangements you would adopt for driving the pump. The engine may be assumed to run 200 revolutions per minute and the pump at 1400 revolutions per minute.

II. Assuming that the inflow into the well is 259,200 gallons per day when the lift is 30 ft. what will be the H.P. in the water lifted and what should be the Brake Horse Power of the Engine, when a proper allowance is made for the loss of power in the gearing and the percentage of efficiency of the pump?

III. Explain how you would put up the wall brackets and adjust the plummer blocks for a line of shafting 100 ft. long. Make a sketch of a suitable form of wall bracket.

IV. Describe with sketches a Pelton water wheel. Ten cubic feet of water per second under a head of 200 ft. is available. Calculate the diameter and speed of a suitable Pelton wheel to utilize the same and state what number of effective horse power would be developed.

V. Give sketches and explain the working of a hydraulic ram by which a small quantity of water may be lifted to a considerable height by the energy derived from a larger quantity of water falling a smaller distance.

VI. In a large fly wheel sketch the joints (1) between the segments of the rim, (2) between the arms and the rim, (3) between the arms and the nave. How is the nave usually keyed to the shaft and what means are employed to secure coincidence between the centre of gravity of the wheel and the centre of rotation of the shaft?

VII. Draw a cross section through the hub of a carriage wheel and show clearly how side play on the axle is prevented. Compare the arrangement with that usually employed on common carts and explain the advantages of both methods of construction.

## APPLIED MECHANICS (1).

I.• When a specimen is tested in compression, there are often shown indications of shear having taken place over certain planes. Explain clearly what happens, and obtain a value for the shearing stress in terms of the direct stress.

II. Give a short account of the behaviour of mild steel, wrought iron and cast iron, when tested in torsion. A specimen of mild steel, 1¼" diameter, gave on a length of 10" a total angle of torsion ·0114 radian for a twisting moment of 3 tons-inch. Calculate the value of the Modulus of Rigidity.

III. State, and discuss the relation between the Bending Moment and Shearing Force in a loaded beam. A beam, 20 ft. span, has a distributed load of ½ ton per foot run over the segment between the points 5 ft. and 9 ft. from the left hand support. Draw the Bending Moment and Shearing Force Diagrams, and determine the point where the Bending Moment is a maximum.

IV. Prove that, in the case of a beam of uniform section, if a concentrated load is placed at a point, which divides the span into unequal segments of lengths $a$ and $b$ respectively, the deflection is a maximum at a point in the longer segment $a$, distant $\sqrt{\frac{1}{3} a (2b + a)}$ from the support.

V. Define the terms Moment of Inertia and Radius of Gyration. A pair of wheels and axle weighing 1¼ tons, outside diameter of wheel 4 ft., radius of gyration of combined mass 21", run away down a gradient 1 in 50 and 400 yds. long. Assuming the resistance parallel to the rails on an average 10 lbs. per ton, calculate the speed when they reach the bottom of the incline.

VI. Distinguish between a Structure and a Machine. Show how the mechanisms of the ordinary direct acting and oscillating engines are derived from the same fundamental chain.

## APPLIED MECHANICS (2)

I. The ends of a T iron strut, 4" × 4" × ½" and 5 ft. long are connected to the other members of a structure by pin joints. What is the maximum load this unsupported length will bear?

II. A wrought iron shaft, 3" diameter and supported at intervals of 10 ft. transmits 40 H.P. at 120 revolutions per minute. Taking the distributed load due to the weight of the shaft and pulleys and pull of belts at 80 lbs. per foot, calculate the maximum stress in the material of the shaft.

III. To what extent is the ordinary practice of neglecting the deflection due to shear justified in the case of built up girders and rolled joists? Calculate the deflection at the end of a teak beam,

8 ft. long, 3" by 6" deep, placed as a cantilever with a concentrated load of 500 lbs. at the extremity.

[Modulus of transverse elasticity :—700 tons per sq. inch.]

IV. Why is it necessary to elevate the outer above the inner rail on a railway curve ?  Calculate approximately the cant for a 20 chain curve, 5' 6" gauge, speed 50 miles per hour.

V. Investigate an expression for the acceleration of the piston in a direct acting engine. The cylinders of a locomotive are 18" diameter, stroke 2 ft., length of connecting rod 5'-11" and diameter of driving wheel 7'-0". Determine the equivalent steam pressure at the dead points due to inertia of piston, rod and crosshead, mass 400 lbs., for a speed of 60 miles per hour.

VI. State and prove the conditions of equilibrium, with reference to graphical methods, of any number of forces acting in one plane.

SATURDAY, 17TH JANUARY, 2 TO 5 P.M.

## MACHINE DRAWING (4).

Make complete drawings from the sketches you made in the examination held this morning.